Investigation of Changes in Prescribed and Voluntary Job Roles in Community Service Delivery for People who have Intellectual Disabilities after the Implementation of the 3Rs; Rights, Respect and Responsibility Project

Sarah Ruiter, BA

Centre for Applied Disability Studies

Submitted in partial fulfillment

of the requirements for the

Master of Arts Degree

Brock University

St. Catharines, Ontario

© 2012

Abstract

The purpose of this thesis was to explore whether there is change in organizational citizenship behaviours in community agency staff following agency adoption of a rights - based service philosophy. Four community agency support staff were interviewed to investigate how residential care providers in services for persons who have intellectual disabilities describe their voluntary job related behaviours following training about human rights. The major finding was that the participants were actively engaged in displaying civic virtue, courtesy, and altruism discretionary behaviours. There was evidence of a post rights training shift in communication patterns with support staff reporting that they used language that promoted and advocated for human rights, and reported increased communication exchanges among persons supported by the agency, support staff and managers. Participants also suggested that the individuals they support asserted their rights more frequently and they were more active in their own life choices following rights training.

Acknowledgement

I am truly thankful for all of the support and dedication put forward by my thesis advisor Frances Owens. She provided a great source of inspiration, encouragement, and guidance during the thesis writing process. I will continually admire all that she has done to support residential care services for persons with intellectual disabilities. I would also like to thank Community Living Port Colborne ~ Wainfleet for providing a wonderful, friendly environment to carry out my thesis project. I have great appreciation to Maureen Connolly and Dorothy Griffiths for their thoughtful suggestions to improve my skills as a researcher and to better inform my knowledge as an advocate within the discipline of disability studies. A special thanks to my husband Patrick who has always been willing to help me see things through. Lastly, for all of the assistance in reorganizing my schedule in order to complete this project, I would like to thank Alison Rothwell.

Table of Contents

Introduction

The enactment of human rights has been an increasingly prevalent topic within residential care facilities for persons with intellectual disabilities (ID). It has been suggested that when support staff adhere to a human rights approach to care taking, the risk of restricting rights and engaging in abusive practices is minimized. Support staff members who work in residential facilities are responsible for providing all aspects of care associated with daily living and they are accountable to provide safe, respectful environments for people with ID. This thesis is an exploratory research project that illuminated the voices of four support staff from a community residential care organization. In order to complete this project, one community agency supporting individuals with ID that had implemented human rights training for its staff members gave permission for the researcher to recruit staff from their organization.

Community Living Port Colborne ~ Wainfleet (CLPCW) is a community agency located in Southern Ontario that has always striven to provide quality care and community integration for persons with ID. CLPCW is a partner in the 3Rs: Rights, Respect and Responsibility Community University Research Alliance implementing a systemic organizational human rights philosophy within their agency. The 3Rs Project was developed in 2000 in alliance with Community Living Welland/Pelham and Brock University researchers providing human rights education to persons with intellectual disabilities, their family members, their support staff and people in the community. The Project was designed to develop systemic approaches to human rights promotion in community support agencies. Support staff receive human rights education after an agency has created a human rights mission statement and once a Human Rights Facilitation

Committee has been established. Support staff members are better able to provide a continuum of care to persons with intellectual disabilities who are learning about their human rights after they have received the training.

The focus of the present study was on examining the manner in which support staff at CLPCW experienced the impact of human rights training. Semi-structured interviews were conducted with participants concerning the nature of their formal and voluntary job-related tasks before and after 3Rs training, . Organization citizenship behaviour (OCB) is a term that was used by Organ and Podsakoff (1988; Organ, Podsakoff, & Mackenzie, 2006) to refer to voluntary behaviours that employees engage in that extend beyond the specific requirements of their job. This study used the concept of OCB to explore how support staff reported their experiences before and after 3Rs training. This study additionally aimed to report how support staff described human rights have been perceived within the organization prior to and following the 3Rs program.

The current study extends on a previous research study conducted by Mullins (2009) who investigated the systemic changes in another agency that adopted the 3Rs model. Mullins interviewed and surveyed a sample of organization members who described the changes in their entire agency following the adoption of a rights-based service agenda . Participants in that study described that communication increased between support staff and management and that human rights were more actively being considered in day to day activities. The goal of the present study was to more thoroughly describe how the specific work behaviours of direct support staff' changed following the human rights training.

In order to achieve the above goal the current thesis will provide a definition of the key terms within this study; it will then describe the history of abuse towards individuals with intellectual disabilities. The literature will also explore Sobsey's (1994) integrated model of abuse that was identified as a theoretical model that could describe how abuse occurs within familial and residential settings. The purpose in understanding how abuse occurs is one method that can be used to prevent abuse from occurring. One of the main intentions of the 3Rs program is to increase awareness of human rights to prevent abuse from occurring. The systemic approach to human rights education provided by the 3Rs will then be thoroughly described.

Support staff in residential settings play a key role in preventing abuse from occurring and in maintaining an environment that is inclusive of peoples human rights. Some of the complexities within the role is to balance safety concerns and human rights concerns. As the role of a staff member is so integral in the lives of people with ID, this paper will explore the voluntary duties, OCB, that contributes to the overall success of the organization (Organ & Podsakoff, 1988; Organ, Podsakoff, & Mackenzie, 2006).

Investigation of Changes in Prescribed and Voluntary Job Roles in Community Service Delivery for People who have Intellectual Disabilities after the Implementation of the 3Rs; Rights, Respect and Responsibility Project

Literature Review

Historically, many persons with intellectual disabilities (ID) have been forced to live in situations which often denied their choice of with whom they resided and how they spent their time. Such restrictive environments have also been sites of abuse and neglect (Cambridge, 1999; Rooke, 2003; Sobsey, 1994). Persons with intellectual disabilities, especially children, are one of the highest reported populations to become victims of abuse by care providers such as family members, friends and staff members. Reports indicate that persons with disabilities are at least twice as likely to be abused when compared to individuals without disabilities (Harrell, & Rand, 2010). Ensuring the protection and promotion of individual human rights for persons with intellectual disabilities has become an increasingly prevalent topic within Ontario (Rooke, 2003; Rioux, & Carbert, 2003).

The shift to a human rights perspective for persons with disabilities has transformed some of the previous concepts of disability from a deficit model (Rooke, 2003), in which the person is seen as lacking in abilities, to a rights model that considers environmental factors that contribute to individuals' overall success in acquiring new skills. Group homes, "locations with maximum support and multi-bed settings" (Griffiths et al, 2003, p. 27),within community settings often provide individuals with intellectual disabilities with the opportunity to engage in more community activities, such as recreation, and provide more direct support from staff in comparison to larger institutional settings. Support staff

twho adhere to a human rights philosophy may be prompted to engage in voluntary behaviours that may not be delineated in their prescribed job roles.

Previous research has demonstrated that social service employees, such as support workers, often engage in voluntary behaviours that go beyond the prescribed requirements of the position (Dipaola, & Hoy, 2005; Hopkins, 2002; Somech, & Ron, 2007). Organ and Podsakoff (1988) refer to such voluntary behaviours that are not followed by any type of formal reward as Organizational Citizenship Behaviours (OCB). The current study focused on an exploration of staff members' perception of change in both their OCB and prescribed job duties following their organization's commitment to a human rights service philosophy.

The current study was an exploratory project. To the knowledge of the primary researcher, there has been no previous research that has described OCB among community support staff in services for persons with intellectual disabilities following human rights training. As this research was exploratory in nature, each of the main concepts in this paper will be defined so that a shared meaning of each of the key terms can be established.

Definitions

Human rights.

One of the most important steps in the process of understanding rights is the ability to describe what is meant by the term (Sobsey, 1994; Griffiths et al., 2003). The challenge of defining rights is that a concrete definition of the term has not been established therefore a common meaning is not shared amongst any group of persons. For the purpose of this thesis, the term rights will not only refer to natural rights, meaning the rights that sustain human life (Griffiths et al., 2003), but will also include the rights that are outlined by the

Convention on the Rights of Persons with Disabilities (CRPD) (United Nations General Assembly, 2006). This definition includes that all individuals have the right to experience life without being subjected to discriminatory treatment; the right to equal treatment, accessibility and equality (United Nations General Assembly, 2006).

Group home and support staff.

Group homes are community residential services that support individuals with intellectual disabilities. They are often small home-like settings situated in community environments. Compared to larger institutional settings, community group homes are generally better able to support autonomy and individual rights for persons with intellectual disabilities as typically they have higher support staff to resident ratios (Sobsey, 1994; Rooke, 2003). Support staff are the people who are employed to provide direct care to persons with intellectual disabilities within a group home.

Organizational citizenship behaviour.

Organizational citizenship behaviours (OCB) are the voluntary behaviours one engages in at work that are not followed with any type of formal reward. Despite the fact that they do not appear in job descriptions, these behaviours contribute to the overall success of an organization (Organ, 1988; Organ, Podsakoff, & MacKenzie, 2006). A person who engages in OCB goes above and beyond the expectations of his/her formal written job expectations. This is not to conclude that the person engaging in OCB will never be rewarded, however it is not explicitly clear when the person will receive reward or that the behaviour will ever be rewarded. Organ (1988; Organ et al., 2006) has claimed that OCB is the underlying foundation of every successful organization because OCB has many positive effects within an organization.

Even one act of OCB can demonstrate positive effects for an entire organization (Organ, 1988; Organ et al., 2006). For example, if a new staff member employed by an agency does not know how to complete a task, another staff member may demonstrate OCB by voluntarily demonstrating to the new employee how the task is done despite this being outside of this person's formal job description. As a direct result of OCB, the new staff member may be in a better position to complete his/her assigned work duties, therefore feeling more competent in his/her role. The agency/company benefits because the employee can demonstrate higher productivity or may be available to complete other tasks. The stakeholders involved in the agency profit because more work is completed at the jobsite and more employees are satisfied as a result (Organ et al., 2006). The person who engaged in OCB may not even acknowledge the ripple effects that this one act has caused and the contribution to the organization and/or business may never be formally recognized by anyone else.

Defining the behaviours that constitute OCB is often difficult as many organizations have different expectations in job duties (Organ et al., 2006; Podsakoff, MacKenzie, Paine, & Bachrach, 2000). Behaviours that may not seem to be inherently voluntary may still constitute OCB because of the frequency, duration and/or intensity of the behaviour. For example, an organization might provide employees with 5 sick days per year. Some employees may use all five days each year, while other employees may resist calling in for all of the sick days they are allotted. Some of these employees may even decide to attend work with a light headache, and decide that it is not a reasonable illness to justify calling in sick. Other examples of these behaviours include employees leaving early

in inclement weather to arrive to work on-time and ensuring accuracy in their work rather than just completion.

History of Abuse

Persons with intellectual disabilities have been denied human rights throughout history (Sobsey, 1994; Griffiths et al, 2003; Owen et al., 2003; Ward, & Stewart, 2008) and in many instances were considered to be less than human and therefore lacking in the qualities deemed necessary to contribute to society. Sobsey (1994) explains that, historically, persons born with intellectual disabilities (ID) were euthanized as their life was not considered to be significant. Young and Quibell (2000) suggest that for centuries, persons with intellectual disabilities were simply omitted from having legal standing with respect to individual rights. As persons with ID were not active citizens under the law as a result, it was considered tolerable for the state to take a paternalistic approach towards controlling their lives. Often the state would confine persons with ID to institutional settings that would disregarded individuality and, in some cases, devalued a person's life (Sobsey, 1994). Institutions and residential care units have been regarded as sites where chronic human rights violations have occurred (Sobsey, 1994; Griffiths et al., 2003) as even the nature of residential care can put individuals at risk for victimization and human rights violations.

Sobsey (1994) proposed that the integrated ecological model is the most comprehensive theory to explain why abuse occurs in residential care settings and how it can be prevented. The integrated ecological model is an adaptation of Bronfenbrenner's ecological model (as cited by Sobsey, 1994) and Belsky's application of this model to child abuse (as cited in Sobsey, 1994), with the integration of additional elements from

two other theories: counter-control and social learning theory. Belsky's version of the ecological model of abuse describes parent-child interactions within the family microsystem, and the bidirectional nature of the interaction of families with other systems, such as school and work (mesoystem), all within the larger context of the influence of social institutions (exosystem) and culture (macrosystem). A key feature of this model is that all levels of the system (micro, meso, exo and macro) have an influence on one another. When applied to abuse in families, the interaction between an abuser and an abused person is influenced not only by the immediate context (microsystem) but also by the broader context of social influences. For example, family abuse may relate to the nature of parental interaction that may, in turn, influence parent-child abuse. However ,this interaction may also be influenced by the dyadic relationship of the family microsystem with the mesosystem, which includes other microsystems such as extended family, friends, schools and places of employment. The family microsystem and the larger social mesosystem exist, in turn, in bidirectional relationship with the larger exosystem, consisting of social institutions, and the macrosystem that reflects cultural beliefs and attitudes. For example, Sobsey identifies how cultural beliefs about disability can disrupt the development of healthy attachment between parents and their children with disabilities which, in turn, can contribute to abuse.

Sobsey's integrated ecological model of abuse broadens the earlier ecological model to include the interaction of persons with disabilities with not only their families but also with other caregivers, such as foster families, group home or other residential staff whom they encounter as their life circumstances change. The model includes an examination of the interaction among the characteristics of the potential victim, such as

physical vulnerability and learned compliance; the characteristics of the potential offender, such as authoritarianism and impulsivity; the nature of the environment, such as social isolation of residential facilities and focus on control; and cultural influences, such as objectification of victims. Sobsey emphasizes that situations with overly compliant and disempowered victims and abusers with a high need for control lead to "dynamics [that] are interactions marked by power inequities and relationships characterized by domination" (Sobsey, 1994, p. 170).The effects of these personal interactions can be exacerbated or mitigated by environmental factors depending on whether they "provide models of prosocial or antisocial behaviour" (Sobsey, 1994, p. 172). Sobsey makes the case that abuse is mitigated by small care systems that are integrated into communities and that have a stable group of care providers within a culture in which " demands for compliance should be minimized and counter-control should be clearly evident" (Sobsey, 1994, p. 172). Alternatively, care environments can develop a subculture that promotes and models violent treatment of residents by staff members. Failure of staff members to comply with this norm of violence can result in their ostracism by fellow staff members. Sobsey suggests that such organizational environments are fostered by social isolation. Sobsey's integrated ecological model of abuse underscores the vital importance of a broad systemic analysis of factors contributing to the prevention of abuse of persons with disabilities that includes an examination of organizational culture and how it influences and is influenced by the nature of the relationship between staff and the persons they support.

Cambridge (1999) described a model similar to the ecological model of abuse however, with a focus on elaborating the four levels at which abuse could be analyzed.

Level 1, focuses on abuse that occurs at the supported individuals' level, suggesting that the analysis of behavioural support and case notes is critical. Level 2, was described as the house level, including investigation of how staff and management work together, the nature of staff training, and the procedures used in the home on a day to day basis including the use of restraints. Level 3, the professional level, is the level at which staff and management find support for their own needs, and includes investigation of how staff and management are able to co-operate with one another for the good of the people they support. Finally, at level 4, the organizational level, analysis is undertaken of how the organization operates including investigation of the policies that are in effect within the agency, how management adheres to and implements these policies, and the overall functioning of the agency such as financial spending. In a study that included interviews with residential employees, Cambridge found that abuse could be prevented at each of these levels. This is similar to Sobsey's (1994) position that abuse occurs ecologically, within each facet of the organization.

Abuse may be more likely to be prevented if a commitment is made by organizations to deliver services in a manner that is based on a commitment to the protection and promotion of human rights (Sobsey, 1994; Owen et al., 2003). If this commitment to human rights becomes integrated at each of the 4 levels that were described by Cambridge (1999), protocols to prevent and to report abuse could be implemented at the organizational level and trickle down to the individual level. Giving staff and persons with intellectual disabilities alike the opportunity to learn about human rights and to address human rights restrictions that occur in residential care facilities may be one of the best

methods to integrate human rights based service delivery into an organization (Griffiths et al., 2003; Owen et al., 2003).

3Rs Human Rights Training

Since 2000, the 3Rs: Rights, Respect and Responsibility Community University Research Alliance project (3Rs) has been working towards educating persons with ID and the people who support them about human rights and human rights issues (Owen et al, 2003; Owen & Griffiths, 2009; Griffiths et al, 2003). In collaboration with Brock University and Community Living Welland and Pelham (CLWP), many new approaches have been developed to create an environment that supports the rights of persons with ID. Some of the objectives of the 3Rs programs are to prevent abuse and to improve the quality of life of persons with disabilities. Furthermore, the program advocates that persons with ID have the ability to acknowledge that they are entitled the same human rights treatment as every citizen in Canada. The 3Rs initiative supports the notion that teaching individuals about their rights and how to assert them can prevent abuse (Sobsey, 1994; Owen et al., 2003).

The 3Rs training is designed to educate individuals within community support organizations about human rights and human rights related issues in the context of respect for the rights of others and responsibility for one's responsibilities. Training packages have been designed for persons with ID, and the staff, managers, board members, and family members who support them. Participants benefit by learning about how to respectfully and responsibly respond to rights violations and how to make a human rights complaint within an agency via a Rights Facilitation Committee (Owen et al., 2003). The focus of the 3Rs project is on promoting a systemic approach to rights promotion and protection.

A systemic approach within community agencies.

In the twenty-first century there has been a gradual change within organizational agendas to include agency focus on human rights (Owen et al., 2009). In order for organizations to support the individual human rights of both persons with ID and staff members, the concept of human rights must be acknowledged and embraced by organizations in a systematic and systemic manner. Owen and colleagues (2009) suggest that to integrate human rights within an organization there must be a commitment to a rights based service agenda, with open lines of communication and organizational mechanisms to promote critical examination of organizational policies that exist within the agency. Organizations must be willing to critique their policies and procedures, and be open to changing them to provide practical support for a human rights agenda.

Organizational changes that occur within an agency typically occur through a top-down process. Within this process, management must ensure that organizational supports are available in order for employees to transition to the new organizational reality. Even when organizations change for a positive reason, such as the adoption of a rights based service delivery orientation, management still needs to provide support during and throughout the change (Owen et al, 2009). Existing literature on the 3Rs program concludes that the best scenario to secure the transition of a rights based agenda within an agency is for all members of the organization to commit to supporting the organization's rights principles, philosophy and mission statement (Griffith et al, 2003; Owen et al., 2003; Owen et al., 2009). Additionally, organizations must be willing to reflect critically on how their policies and procedures operate before they implement a systematic change to a rights based agenda (Owen et al., 2009).

Community Living Welland Pelham (CLWP) was the first agency to implement the 3Rs: Rights, Respect and Responsibility project approach to securing a rights based service delivery model. During the transition, CLWP established a Human Rights Statement that consisted of 21 items. This statement was created with the provisions established in The Canadian Charter of Rights and Freedoms and the Rights for Individuals with Disabilities as described by Accreditation Ontario's Enhancing the Rights and Personal Freedoms of People with Disabilities (as cited by Owen et al., 2003). The human rights philosophy at CLWP includes,

1) Right to equal treatment without discrimination
2) Freedom of conscience and religion
3) Freedom of opinion and expression
4) Freedom of peaceful assembly and association
5) Right to vote
6) Right to enter, remain in or leave Canada or any Province
7) Right to life, liberty and security
8) Right not to be deprived of one's life, liberty, or security except in accordance with the principles of fundamental justice
9) Right not to be subjected to any cruel and/or unusual treatment or punishment
10) Right to be secure against unreasonable search or seizure
11) Right to equal protection and equal benefit of the law (Owen et al., 2003, p. 49-50).

The statement also included human rights statements to better support the individuals at CLWP, which include,

1) Right to equal treatment under the law

2) Right to participate in affirmative action programs designed to ameliorate the conditions of individuals or groups who are disadvantaged
3) Right to contract for, possess, and dispose of property
4) Right to income support
5) Right to an education
6) Right to sexual expression, marriage, procreation, and the raising of children
7) Rights to privacy
8) Rights to adequate health care
9) Right to equal employment opportunities
10) Right to appropriate support services of the individual's own choosing (Owen et al., 2003, p. 50-51).

Following the completion of the human rights statement and philosophy, persons supported by CLWP and their direct care staff participated in an evaluation process which was designed to illuminate human rights concerns in the organization (Griffiths et al., 2003). This process provided a comprehensive picture of the human rights concerns that were occurring within the agency at that time.

The study by Griffiths et al. (2003) found that there were discrepancies between the staff and the people who were supported by the agency in regards to the perception of which rights were being violated. Control and Decision Making, and Access and Autonomy were the top rated rights concerns reported by the staff while supported individuals ranked Relationship and Community Supports, and Safety, Security and Privacy as their two highest areas of rights concerns in the agency. The findings suggested that support staff may not always be aware about how sensitive a particular issue is to the

person whom they support. For some individuals, their rights may be restricted due to a lack of communication between support staff and the individual who is supported rather than being an intentional act by staff. This is one example of the underlying reasons that supported individuals, support staff, managers other persons involved in the agency must create a system of communication and evaluation of the services provided within the agency.

To maintain an agency committed to ongoing promotion of human rights and advocacy for the protection of these rights, organizations must be able to evaluate the ways in which they operate frequently and openly (Owen et al., 2009); examining the agency as a whole provides a comprehensive assessment of the policies that are needed to protect and promote human rights. One method to create open dialogue within an organization is to create a communication system among all organization members. CLWP operates using a double feedback loop that provides insight from support staff and by members of the community about how to resolve human right concerns occurring within the agency. Members at CLWP may address their human rights concerns by providing feedback at training sessions, and through discussions with managers and the Executive Director (Owen et al., 2003). The Rights Facilitation Committee consists of staff, representatives of persons supported by CLWP and community members from a variety of disciplines so that broad based support is accessible to the agency to address human rights concerns (Owen et al., 2009). Members of CLWP can address their concerns to the Rights Facilitation Committee and the committee can provide feedback by suggesting alternative solutions to address the issue.

Since the inception of the human rights training project at CLWP, many other agencies in the Niagara Region have joined in the 3Rs program to systematically implement rights education and staff training in their organizations (Owen et al., 2009). However, Owen et al. state that before training can occur the agency must develop and commit to a set of human rights principles that are attainable for the organization. Additionally, the organization must create standards that will support the daily enactment of human rights promotion and protection. The enactment of these principles requires that all organizational policies and procedures are congruent with these stated principles so that the agency is in a better position to adhere to its human rights philosophy.

Training program for support staff.

Once organizations have committed to a statement of rights and have access to a Rights Facilitation Committee to address rights concerns, the next step in the 3Rs approach is training for managers and staff. All persons who are employed by agencies that have committed to the 3Rs program are expected to attend human rights staff training that provides them with information about how the interacting principles of rights, respect and responsibility can be supported in the environments in which they work. The 3Rs training for support staff includes presentations, discussions and role plays to equip support staff to support the people they support to enact the rights training they will receive (Owen et al., 2003). All the activities within the program are designed to educate support staff about the human rights of the persons they support and also to create dialogue about and respect for human rights in support services.

During the initial evaluation of the 3Rs staff training, Owen et al. (2003) measured staff members' knowledge about human rights infringements, methods to advocate for

persons with ID and ways to address or prevent human rights restrictions using a pre-post study design. The questionnaire measured participants' responses to hypothetical scenarios of human rights violation. Participants were scored on how they described and identified the human rights violations in the scenarios, how they would respond to violations and how they would rectify the situations. The results indicated that there were significant differences ($p<0.01$) in the pre-post scores when the support staff were asked to identify human rights violations in the scenarios, and to describe the nature of the violations and possible solutions.

Seven years after the initial 3Rs staff training, Mullins (2009) conducted qualitative interviews with staff and managers asking them to describe some of the systemic changes that had occurred in their agency since the initiation of the 3Rs training for managers, staff and persons with intellectual disabilities. Participants described how the training had prompted increased human rights awareness. Additionally, the training facilitated the dialogue about rights related issues such as infringements that were not intentionally delivered but needed to be rectified. These rights restrictions included human rights restrictions that may not be obvious in daily routines such as having everyone in the group home brush their teeth at the same time regardless of their individual preference. One of the formal job duties that shifted with the change to a rights-based service delivery system was the expectation that staff must offer choice to the people they support, therefore maximizing the opportunity for persons supported by the agency to assert their rights. Support staff and management both described a stronger commitment to preserving and advocating for the rights of persons with intellectual disabilities.

Mullins (2009) described that some of the staff reported that 3Rs training was an 'evolutionary' process that increased the agency's awareness and advocacy of human rights. Members interviewed described an agency commitment to active rights protection particularly when working with individuals who face barriers to access human rights, such as difficulties with communication. Persons who are unable to communicate their needs or desires verbally often have more difficulty advocating for themselves. Mullins (2009) additionally reported that there were systemic changes throughout the agency. For example, managers reported that they were more receptive to support staff' ideas and input while support staff also reported feeling that their managers were more receptive to their suggestions.

Training program for persons with intellectual disabilities.

Following training for agency staff, persons with intellectual disabilities are offered human rights training. The 3Rs program provides individuals the opportunity to become aware of their rights and responsibilities through a variety of approaches. The 3Rs project has developed training that includes a discussion-based format using "role-playing, word-picture association games and discussions" (Owen et al., 2003, p. 54), an interactive CD training program and a rights board game (Agnew et al., 2010). The discussion-based portion of the training package includes twenty-two lessons that are approximately two hours each. Small groups of 10 or fewer members get together so that they may actively role-play and rehearse different lessons that relate to the understanding of human rights related issues. The game-based training includes videotaped examples of rights scenarios that give participants the opportunity to learn to differentiate rights restrictions from non-

restrictions and to examine ways in which rights restrictions can be addressed in the social context of respect and responsibility.

Focus of this study.

The current study extends previous research that has examined the systemic changes within organizations undertaking a shift to a rights-based service philosophy. Support staff positions are both challenging and play an integral role within agencies that support individuals with ID. This study investigates the formal and informal changes in the roles of support staff after the implementation of the 3Rs program. Mullins (2009) reported that after 3Rs training staff reported changes in the job descriptions prescribed by the agency and changes in their own job related behaviour. As Mullins (2009) described,

> Additional external behaviour changes that were reported by the staff included a shift towards individualized programming, providing people they support with more education about rights, a change in both their perspective and behaviour related to rights infringements, an increase in their advocacy for rights, and supporting individuals with disabilities when they are in the community (p. 79).

This purpose of the current thesis was to expand on findings such as these to examine how the formal duties and informal job-related behaviours (OCB) of direct care staff change after rights training.

Organizational Citizenship Behaviour in a Not-for-Profit Organization

Many social sector positions, including support staff in residential settings working with individuals with ID, require a vast repertoire of skill sets (Owen, Pappalardo & Sales, 2000) that extend beyond educational knowledge and training workshops. Hopkins (2002)

suggests that a successful employee in the social service sector may inadvertently engage in behaviours that go beyond the formal job expectations because the demands of the job may require them to do so. Lam, Hui and Law have suggested that often OCB is thought of as "an integral part of an employee's job responsibilities" (as cited by Organ et al., 2006, p 142) suggesting that many characteristics of OCB are expected in various positions within an organization especially within the social service sector (Owen, Pappalardaro, & Sales, 2000). OCB and the social sector services theoretically appear to complement each other; there is a necessity to provide services in the social sector that extend beyond regularly scheduled and defined duties to include emotional responses and OCB is, by definition, behaviour that extends beyond the regularly assigned duties of employees.

Due to the nature of social service setting positions, OCB may be expected by the agency (Owen et al, 2000; Hopkins, 2002) since staff must engage in team-building, establishing extra supports for the people they serve, work long hours and encourage other individuals to engage in providing suggestions for a more effective work environment. Hopkins (2002) suggests that Organ's five dimensions of organizational citizenship (discussed below) apply to social service environments as these behaviours are very much required for the job. Hopkins argues that,

> social service agencies often face a number of internal and external challenges, including a decrease in resources accompanied by an increase in service demands, heightened competition among agencies for funding, clients, qualified employees, board members and volunteers, greater emphasis on cost and performance accountability, low staff morale, and a crises-oriented environment. (p. 3)

As a result, support staff members behave in a manner that is defined as altruistic, conscientious, sportsmanlike, courteous and virtuous in order to provide quality care to the individuals whom they support. Quality care influences the success of the organization.

In the social service sector, especially in regards to positions such as counsellors, Owen, Pappalardaro, and Sales (2000) argue that "to survive in professional settings and, more than this, to receive positive performance ratings, new counselling graduates need to have an understanding of the informal as well as the formal behavioural expectations that their supervisors and colleagues will have of them as individuals and as members of professional teams" (p. 99). It is important to consider that in the social service setting, support staff and professionals may have to deal with individuals exhibiting difficult behaviours, such as high levels of anxiety, aggressive behaviour, and high levels of emotional involvement. For these reasons, staff may be required to extend their workday to accompany an individual; therefore agencies may expect some adherence to informal job expectations such as staying the additional time needed to meet all the needs of the person supported for that day.

Five Factor Model of Organizational Citizenship Behaviours

Organ (1988) presented a five dimensional model of OCB. These five behaviours are altruism, conscientious, sportsmanship, courtesy and civic virtue. These five factors are described by Podsakoff, MacKenzie, Moorman, and Fetter (1990) as,

- Altruism-Discretionary behaviours that have the effect of helping a specific other person with an organizationally relevant task or problem.

- Conscientiousness-Discretionary behaviours on the part of the employee that go well beyond the minimum role requirements of the organization, in the areas of attendance, obeying rules and regulations, taking breaks, and so forth.
- Sportsmanship-Willingness of the employee to tolerate less than ideal circumstances without complaining-to "avoid complaining, petty grievances, railing against real or imagined slights, and making federal cases out of small potatoes" (Organ, 1988, p. 11).
- Courtesy- Discretionary behaviour on the part of an individual aimed at preventing work-related problems with others from occurring.
- Civic Virtue- Behaviour on the part of an individual that indicates that he/she responsibly participates in, is involved in, or is concerned about the life of the company. (p. 115)

Engaging in any one of these behaviours may not result in tangible reward; however this does not mean that all of these behaviours go unnoticed. More specifically, it means that a tangible reward is not evident and the employee does not know if a reward will ever be granted (Organ et al., 2006).

Some supervisors may take notice of these behaviours and be more likely to promote or reward an employee unexpectedly at a later date (Organ et al., 2006). OCB are assumed to be produced by employees due to employee attitudes (Organ et al., 2006; Penner, Midil, & Kengelmeyer, 1997). Satisfaction in the workplace, motivation that is derived from the belief that engaging in OCB will improve outcomes, prosocial behaviour, and organizational structure have been demonstrated to contribute to OCB characteristics (Penner, Midil, & Kengelmeyer, 1997).

Organizational citizenship behaviours can be described as serving two different functions; either they benefit the organization or they benefit the individual. For example, if a person volunteers to come to work early, the organization might benefit because they may be more likely to meet a deadline, or perhaps, the individual benefits because they would like to go home earlier. Organizational OCB (OCBO) are behaviours that occur in the workplace that benefit the success of the agency as a whole whereas, Individual OCB (OCBI) serve to benefit the worker (Lee, & Allen, 2002). Engaging in OCBO or OCBI can occur simultaneously or on their own. Regardless of whether a staff member engages in OCBO, OCBI or both, it will benefit employers because these types of behaviours increase productivity and efficiency within the organization (Lee, & Allen, 2002; Organ et al., 2006). OCB increases the likelihood of group cohesion; when groups work productively together, the members in the group may be able to exchange information and resources causing an increase in productivity within the organization. When members assist each other, the helping behaviour demonstrated by the employees creates a peaceful work environment that encourages productivity. OCB may also promote cheerleading behaviour; this type of action encourages others to engage in work related duties and motivates other workers to be productive members within the organization (Organ et al., 2006).

Predictors of Organizational Citizenship Behaviour

There are a number of characteristics and organizational principles that have been suggested to predict OCB such as personality traits (Lee, & Allen, 2002), trust in the supervisor within the organization (Deluga, 1994; Somech, & Ron, 2007; Dipaola, & Hoy, 2005), perceived procedural justice (Moorman, Blakely, & Niehoff, 1998) and,

organizational pressure (Bolino, Turnley, Gilstrap, & Suazo, 2010). Most studies that have measured OCB have been researched in the for-profit sector (Organ et al., 2006; Whitman, VanRooy, & Viswersvaran, 2010; Podsakoff et al, 1990). However, Whitman and his colleagues found that the for-profit and not-for-profit sectors have different underlying employee motivational factors that contribute to OCB.

In a meta-analysis of 124 studies that measured both employees' job satisfaction and employees' job performance including employee engagement in OCB, Whitman et al. (2010) found that OCB was significantly correlated with collective satisfaction. Collective satisfaction suggests that when all employees feel that their workplace is a justice orientated organization, individual employees working for the company display higher levels of OCB. Moreover, the researchers found that one of the moderating effects of job satisfaction and engagement in OCB is whether the individual works for a not-for-profit agency or for a for-profit agency. This meta-analysis suggests that the moderating effect is likely to occur because the employees' motivation to work for the not-for-profit sector is more likely driven by intrinsic motivation. For example, a support staff member may be highly motivated by valuing the opportunity to care for individuals and this outweighs the amount an employee cares for financial gain. Therefore the meta-analysis suggests that there are different underlying motivations to engage in OCB in the not-for-profit sector versus the for-profit sector and this is evident through some of the findings within various social sector settings (Hopkins et al., 2002).

Supervisor support.

A review of a sample of the extensive literature on supervisor support reveals that leader member exchange (LME) is an example of a quality that has been mixed in results

between the not-for-profit sector and the for-profit sector. LME refers to the employees' perception of a supportive supervisor (Deluga, 1994; Hopkins, 2002). It is suggested the LME strengthens an employee's willingness to engage in OCB as supervisors often influence their employees' perception of their role within the agency. Supervisors who treat their employees as valued members of a team may encourage employees to fulfill the expectations of their job. Employees who perceive their relationship with their supervisor as meaningful and reciprocal may engage in OCB more often than those who do not have trust and support established within the relationship (Deluga, 1994).

Studies that measured supervisor support and OCB, using the 24 - item scale developed by Podsakoff and colleagues (1990), have reported conflicting results in the not-for profit sector. For example, Hopkins (2002) did not find a relationship between increased acts of OCB and LME within a study of 120 social workers. In a sample of 104 school teachers, Somech and Ron (2007) found that there was a positive relationship between teachers who perceived supportive relationships with their supervisors and altruistic, conscientious, sportsmanship, and virtuous OCB characteristics, however supportive supervisors did not influence courteous behaviours. Similarly, Dipaola and Hoy (2005) found that teachers were more likely to demonstrate OCB if they had trust in the leadership of the principal in their school.

Contingent reward transactional leader behaviour (CRT) is described by Walumbwa, Wu, and Orwa (2008) as managers who provide employees with rewards contingent on their actions or behaviours that promote success in an organization. These rewards can be either tangible or verbal praise and occur because an employee has engaged in fair, complete contribution to the overall success of the agency. Walumbwa, Wu, and

Orwa, suggest that when organizational leaders provide contingent reward, employees are more likely to describe their work as a justice orientated environment. When employees report justice in the organization, they are more likely to engage in OCB. As previously stated, OCB is voluntary and does not result in rewards, however it does increase the overall success of the organization. In a hierarchical regression analysis which measured CRT, organizational justice and OCB, Walumbwa, Wu and Orwa (2008) found that CRT correlated significantly with organizational justice which is a positive predictor for OCB, therefore this finding suggests that organizations that consistently implement rewards have employees who engage in higher reported OCB.

Organizational justice.

Employees are more likely to engage in OCB if they perceive the agency they work for as a fair and just environment (Organ et al., 2006) which compensates them proportionately in accordance with their work behaviours. The extent to which social exchanges are perceived by employees to be fair and equitable in an organization increases the employees' perception that they work in a justice orientated environment. Organizational justice can be broken into three different types of work related behaviours: distributive, procedural and interactional (DeConinck, 2010). Distributive justice refers to the employees' belief that they are compensated fairly in terms of rewards, such as financial compensation. Procedural justice is the employees' perception that they have a fair amount of input and influence within the operation of the organization. Finally, interactional justice refers to the employees' belief that management treats their employees fairly (DeConinck, 2010).

Moorman, Blakely, and Niehoff (1998) found that the strength of perceived organizational justice influences the manner in which one perceives the support received from the supervisor and if the support is strong this may influence increased voluntary behaviour in the workplace. A total of 450 survey packages that contained measures for ratings of perceived organizational support and perceived organizational justice were sent to military hospital civilian subordinates in addition to a measurement for supervisors to provide information about the employees' OCB traits. This study found that the employees' perceived organizational support and perceived organizational justice were significantly correlated. Furthermore, the article suggested that procedural justice is a mediator variable between positive organizational support and OCB. A study conducted by DeConinck (2010) similarly found that perceived organizational support is increased when an employee believes that organizational justice exists in the workplace.

A study conducted by Bolger and Somech (2005) found that teachers were more likely to engage in OCB when they had more influence in policies and procedures within the school. Participant decision making (PDM) refers to the amount of input that employees feel they contribute. PDM is believed to make employees feel empowered and to increase the likelihood of their reporting feeling that the procedures within their place of work are fair. In a sample of 928 teachers in Israel, Bolger and Somech (2005) found that PDM was positively correlated with OCB. It was suggested that teachers engage in OCB because they feel that when they engage in voluntary behaviours it influences what happens in their careers and in the school. As Bolger and Somech describe:

> This (PDM) is reflected in the teachers' motivation to have a more direct impact on the school life, feel a sense of self-efficacy and autonomy in making personal and school decisions, raise status, and strive for professional growth (p. 432).

The Theoretical Relationship between Human Rights Training and Organizational Citizenship Behaviour

The literature suggests that rights awareness will increase the protection, safety and quality of life for persons with ID (Sobsey, 1994; Griffiths et al., 2001; Owen et al., 2001). In keeping with the ecological model, the systemic approach taken by the 3Rs project seeks to promote individual rights awareness and protection at all organizational levels in services for persons with intellectual disabilities. This approach includes fostering a formal organizational commitment to rights promotion, establishing organizational mechanisms to address rights concerns, and providing education about rights for managers, staff and persons with ID. The education program focuses on ways to assert rights while demonstrating responsibility for one's own actions and respecting the rights of. Agencies that adopt the 3Rs program have committed to supporting high levels of communication in addition to maintaining and/or creating an environment that is rights orientated (Owen et al., 2003). Researchers have found that open communication with management and other employees increases the likelihood of OCB (Podsakoff et al., 1990; Organ et al., 2006). Therefore, theoretically it could be suggested that a program that influences communication will promote a shift in OCBs. It is also plausible that agencies that adhere to the same vision and philosophies as the 3Rs program will employ people who share and value the vision of human rights, therefore this researcher assumes that support staff will most likely engage in OCB.

Brandel (as cited in Whitman et al., 2010) suggests employees who work for not-for-profit agencies value intrinsic aspects of their work, rather than extrinsic, such as financial gain, therefore employees who engage in OCB in the not-for-profit sector do so because they value their work. The literature indicates that employees who demonstrate organizational citizenship behaviours are persons who feel more comfortable in their position because they believe that the agency they work for is a fair and just organization (Moorman et al., 1998). Additionally, Bogler and Somech (2005) suggested that teachers feel more empowered when they are able to contribute to classroom policies and procedures. As mentioned previously, Mullins (2009) found that staff and managers reported that front line employees were able to contribute more meaningful suggestions into the policies and practices within CLWP after the shift to a rights based service agenda. Theoretically it is possible that support staff in group homes will engage in OCB as the environment in which they work becomes more justice orientated because the support staff will have the opportunity to contribute to the policies and procedures outlined by management (Mullins, 2009).

Hypothesis and Research Questions

This thesis expands on the work of Mullins (2009) which examined systemic changes in an agency after the shift to a rights based agenda at Community Living Welland Pelham. Mullins investigated cultural and behavioural changes in staff that occurred following participation in the 3Rs program. The purpose of the current study was to investigate the impact that the 3Rs human rights training had on the job roles of support staff, particularly in regards to their own work-related behaviours such as the nature and frequency of OCB. This researcher anticipated that staff from the second agency to become

involved with the 3Rs project, Community Living Port Colborne ~Wainfleet, who participated in the 3Rs training program and/or the rights training programs implemented by the internal manager who has had 3Rs training, would have experienced changes in formal job roles as a result of the organization's involvement in the rights program. It was further expected that because of this shift to a rights focused service agenda staff would engage in more OCB. The research questions that guided this study were;

1 - Did the formal written job descriptions change within the agency since the implementation of the 3Rs training? If so, how?

2 – How did the staff describe the nature of their formal job descriptions and their additional voluntary job-related behaviours (OCB) prior to 3Rs training and following 3Rs training?

3 – How did staff describe OCB in relation to maintaining a positive environment for the individuals who are supported by the agency?

4 -- Did OCB impact the manner in which support staff support individuals who are either: i) learning about rights? or; ii) continuing to strengthen individuals' awareness about right related issues?

5 – How did the staff describe the impact of rights training for staff on the promotion and protection of individual rights of group home residents?

Researcher's Personal Paradigm

As a student in multidisciplinary departments, my academic career has exposed me to a number of paradigms that have been influential in research pertaining to persons with disabilities, children and youth. My exposure to different theoretical frameworks has been extensive, drawing from areas such as developmental psychology, behaviourism, to

theories of cultural capital and economic exchange, and constructions of the social world through power and knowledge. This rich background has placed me in a position where I do not neatly adhere to one particular practice or orientation. Rather, I found myself drawn to the research that exists within the context of the situation to which I am exposed. For example, in my role as a support staff member, when presented with a problem such as persons engaging in self abusive/injurious behaviour, I found that I relied on the techniques used in applied behavioural analysis to assist in treating the function of the self injurious behaviour. Also, as a support staff member, I have been presented with ethical issues such as human rights restrictions in the home due to medical and behavioural concerns. In this type of situation I often tried to deconstruct the problem by analyzing why power dynamics have dominated the particular situation to the point that it restricts the exercise of fundamental human rights. What were the solutions to medical and behavioural concerns that promote, accept, and adhere to promoting/protecting human rights?

Best practices used by front-line employees have always interested me. I have also questioned the dynamics within institutional settings, particularly regarding social interactions between staff and supported individuals. My curiosity for this field of study unfolded when I was a child as my mother was diagnosed with a terminal illness that caused her to become institutionalized. Her illness caused her to lose many of her physical and mental capacities before she succumbed to her diagnosis. During this time I had the opportunity to meet many different types of caretakers. Some of them were wonderful in supporting my mother's medical needs in addition to maintaining her rights as a human being. I also watched some caretakers treat my mother as though she was non-human. I often wondered what the differences were between the caretakers; I would actively try to

replicate the actions/behaviours of the care-takers who supported my mother. In my role as a support worker, I tried to emulate the qualities that I admired in my mothers' care-takers. The characteristic that I admired the most was the caretakers that humanized my mother, they would tell her what they were doing, they would reciprocate in conversation with her and they would laugh with her.

I believe that everyone who has the responsibility to care for an individual maintains a huge responsibility to balance human rights and freedom from harm which can make working conditions very stressful. That is why I believe that a program such as the 3Rs is necessary to support individuals who are most at risk of having their human rights stripped away from them. As a front-line worker I did not have the opportunity to receive the 3Rs training designed for front-line employees, however I wish that I had. As I did not receive the training, I found myself interested in how other support staff responded to the training after a shift to human rights has been established within an agency. Did employees discuss human right issues once they have all been exposed to the language that the training offers? Did the role of support staff become more complex as a result of the training? Did the role of support staff change to promote, advocate and protect human rights?

Method

One of the main purposes of this research thesis was to capture the voice of support staff, therefore within this study qualitative measures were used to describe OCB within the social services sector, rather than relying on the use of standardized measures. In qualitative research, there is no one particular method of collecting data and interpreting the results (Esterberg, 2002; Miller, & Crabtree, 1999; Atkins, 1984). Most methodologies are influenced and designed dependent on the researcher's personal paradigm, the goal of the research, the resources available to the researcher, and the amount of time the researcher has to collect data (Miller, & Crabtree, 1999; Atkins, 1984). Qualitative research includes a number of data collecting procedures including interviews (focus groups and individual), ethnography, observation, autoethnography and textual analysis (Miller, & Crabtree, 1999; Esterberg, 2002). The current study relied on semi-structured interviews to qualitatively investigate the research questions.

Good qualitative analysis uses a combination of techniques to ensure accuracy and reliability within the data set. For example, triangulation uses two or more research strategies to ensure consistency in the data (Esterberg, 2002; Atkins, 1984). Within interview style methods, member checking allows the participants to review their results to ensure reliability with the researchers' main findings (Miller, & Crabtree, 1999; Turner, & Coen, 2008). Similar to research with support staff conducted by Whittington and Burns (2005) the current study collected data using semi-structured interviews and used a member checking technique to ensure that each of the participants was comfortable with the findings presented by the primary researcher. Interviews were audio-taped and

transcribed by the researcher. After all the interviews had been completed and transcribed participants received their individual transcript so they could confirm or correct any of their comments, as well as a thematic summary of the interview giving them with the opportunity to provide feedback on the researcher's interpretation. As a secondary research method, a comparison was made of the job descriptions that were used at CLPCW before and after human rights training.

Participants

Participants were recruited from Community Living Port Colborne ~ Wainfleet (CLPCW). CLPCW is a not-for-profit agency that provides care and community integration for persons with ID and has partnered with the 3Rs Project to ensure the promotion and protection of the rights of persons with intellectual disabilities. Having the support of such an agency has made it possible to reflect on the lived experiences of front line employees. The inclusion criteria for this study were that all the interviewees must be support staff who had been employed by CLPCW since January 01, 2004 - two years prior to the 3Rs training at CLPCW that took place in 2006. Each of the interviewees had to have participated in the 3Rs - Rights, Respect and Responsibility Project training. At the time of the study 58 employees met the criteria for inclusion. Interviews were scheduled in April and May 2011, at this time 58 employees met the criteria to participate in the study.

In order to recruit participants, a memo which described the study was sent to each home that was operated by CLPCW. A few days after the memo was sent through the organization, a formal letter of invitation to participate in the study was attached to the pay stub of each support staff member at CLPCW. Six individuals replied to the letter of invitation suggesting that they were interested in participating in the study. The primary

researcher responded to each of the six employees either by telephone or by e-mail. Two of the interested participants did not respond back to the researcher and the other four responders scheduled an interview with the researcher. As only four participants were recruited, two weeks after the invitations were sent out, another memo was sent through the organization in an attempt to recruit more participants, however, there were no responses to the memo.

Data Collection

Each of the individual interviews took place in a different location; one participant opted to have a phone interview, one participant opted to be interviewed at Brock University, and two of the participants were interviewed at their work locations. Three of the interviewees received a $10 dollar gift certificate to a coffee shop. The participant interviewed by phone did not receive the certificate as the researcher did not have a mailing address to send the gift certificate by mail. Two attempts were made to contact the interviewee in an attempt to obtain this information however these were unsuccessful. One of the participants decided to conduct the interview during work hours for which he/she collected regular hourly pay which was approved by the agency.

Interview questions.

This study was designed to focus on the lived experiences of support staff who have been exposed to human rights training. One of the benefits of qualitative analysis is that it offers feedback regarding professional practices (Atkins, 1984). Interviews are one of the most appropriate methods to provide rich descriptions of possible changes in work related behaviours (Esterberg, 2002; Atkins, 1984). The interview questions were designed to illuminate the staff members' prescribed and voluntary role-related behaviours before

and after rights training and to explore how support staff responded to the rights training both formally and informally. All of the interview questions were derived from the research questions directly related to human rights or from Organ's five categories of organizational citizenship behaviours: altruism, contentiousness, sportsmanship, courtesy, civic virtue (Organ et. al., 1988; Organ et al., 2006). For a full description of the research questions please refer to Appendix E.

Member checking as a reliability measure.

All of the participants received a copy of their transcribed interview in addition to a synopsis of the main themes that emerged during the interview to ensure reliability through member checking. Member checking is a measure that allows research participants the opportunity to review the statements that they made in their interview (Crabtree & Miller, 2009). Using this method improves the accuracy of the study because participants are better able to reflect on the comments they made during the initial interview (Turner & Coen, 2006). Each interviewee also had the opportunity to read how the researcher interpreted their individual interview before analysis was completed across participants. Participants had the right to withdraw any statements and were given the opportunity to clarify any statements that may have been misinterpreted by the researcher. This process of member checking allows each participant the opportunity to view the raw data after the initial data collecting procedures (Turner & Coen, 2006). Participants can then ensure that their comments were understood appropriately by the researcher. In the current study participants received an e-mail that included a transcript of their interview and a synopsis of the main findings the researcher identified in their interview. None of the participants gave feed-back concerning the transcript or the researcher's synopsis of the findings. One

of the participants e-mailed back to the primary researcher to thank her for the copy of the material. A week after the member-checking e-mail was sent, each of the participants was sent another e-mail asking them to confirm whether all of the information sent to them was accurate however none of the participants responded to the e-mail.

Method of Analysis

Interview coding.

Interview data were analyzed using both deductive coding (Fereday & Muir-Cochrane, 2006; Crabtree & Miller, 1999) and quasi-inductive recursive open coding (M. Connolly, personal communication, January 11, 2012). Deductive coding refers to the researcher organizing the data according to a predetermined coding schema that sorts the data to adhere to a particular theoretical framework (Braun, & Clarke, 2008). Using this method the interviews were coded for 4 of the 5 factors for OCB: altruism, sportsmanship, courtesy and civic virtue, using the definitions provided above by Podsakoff, MacKenzie, Moorman, and Fetter (1990). Conscientious was not coded within this study as the intention of this research was not to evaluate the interviewees' work performance, but rather to gain a better understanding of voluntary work-related behaviours prior to and post 3Rs human rights training. Analysis also focused on actions that interviewees described as promoting and protecting human rights within organizations.

Analytical process.

There were 4 steps in the analysis process. In the first step, coding within interviews was done by hand. During this process the transcripts were read thoroughly and the coding steps in the deductive and quasi-inductive recursive open coding process were completed (details provided below). The second step involved providing the interviewees with a one page

synopsis of the researcher's main findings in the interviews. During the third step, NVIVO was used to recode the data to begin coding across participants. In step four, the coding completed manually was compared with the data sorted in NVIVO for consistency.

Deductive analysis process.

The deductive coding process was completed in four steps. After the transcripts were read through and checked for accuracy in transcription, the first step included highlighting each part of the interview when the participant had discussed engaging in a behaviour that could be considered OCB. During step two, each of the described behaviours was categorized according to the OCB it represented most accurately according to the definitions provided by Podsakoff and colleagues (1990). In the third step each individual transcript was colour coded for behaviours that defined in step two as altruism, civic-virtue behaviour, sportsmanship and courtesy discretionary behaviour. After member checking was complete, step 4 of the analysis process was completed. This involved comparing NVIVO codes to manual codes. Tree nodes were made for each of the themes and data were organized blindly from the manual codes to ensure accuracy in the coding of the particular idea. Some behaviours coded during the manual process were re-coded more appropriately to thefive factor OCB model. For example, Organ et al. (2006) describes that attending staff meetings that are not mandatory and contributing valuable information to the meeting is an example of civic virtue behaviour. However, as the value of the comments made by the employee is subjective it was decided that this specific type of behaviour, was better suited to be described in the quasi-inductive recursive themes. Also, any discussion about staff meetings or contributions to staff meetings was not considered civic virtue rather it was merged into support staff as a learning community.

Quasi-inductive recursive open coding.

A quasi-inductive recursive open coding (M. Connolly, personal communication, January 11, 1012) process was used to capture information related to the research questions beyond Organ's five factor model of OCB. There were four steps to this process following close reading of all the transcripts, first, the transcripts were thoroughly read through. Second, a technique similar to that of coding within in the margins was used (Esterburg, 2002; Whittington & Burns, 2005). The nature of each statement was summarized and written on the interview transcriptions to allow for generation of themes. Third, the coded statements that did not pertain to the research questions were eliminated before the themes were illuminated. After member checking, the fourth step was to compare the codes across participants and this is when the themes emerged. Finally the codes were established and each of the related codes was put into its relevant theme. After codes were established within each of the interviews, a comparison of emerging themes across interviews was conducted. The data were then organized according to four themes that emerged: Staff Perception of their Role Post Human Rights Training; Human Rights versus Program Completion; Support Staff as a Learning Community; and, Staff Perception of Change in Supported Individuals Post Human Rights Training. Each of these themes relates to the research questions and describes the material that was discussed during interviews.

Comparison of job descriptions.

A copy of the job descriptions for support staff was received from CLPCW for the 'Counsellor 1' (also known as Main Counsellor) position and the 'Counsellor 2' position. The job descriptions that were used prior to 3Rs training were not dated and there was no indication of the date on which they took effect. The job descriptions were compared to a

revised edition that was released to agency employees in June of 2010. Wording of the earlier and the 2010 versions of the job descriptions was compared. The comparisons were then described in detail and the major differences were reported.

The comparison of the job descriptions was completed after the coding had been completed. The results were analyzed in this order so that the primary researcher could remain unbiased regarding the information retrieved from the job descriptions. Had the job descriptions been read prior to the interview analysis, information may have been inadvertently organized according to the job descriptions provided by CLPCW. For example, had there been many changes to the job description, this may have effected how the data were organized when the interviewees discussed changes to their former job roles.

Results

The results section was organized in the same order as the data was analyzed. The first step was to organize the deductive analysis and then the themes were organized to analyze the inductive themes. Finally, a comparison of the job description was completed.

Deductive Themes

The deductive themes were developed based on four of the five characteristics of OCB: civic-virtue, courtesy discretionary, sportsmanship and altruism discretionary behaviours defined by Podsakoff, MacKenzie, Moorman, and Fetter (1990). Each of the questions in the interview was designed to probe for examples of these qualities as they pertained to support staff both prior to and following 3Rs training. However, in many instances, the interviewees were not specific about voluntary behaviours that they engaged in being related specifically to the training provided by the 3Rs Project. However, the interviewees reported differences in civic virtue behaviour, altruism discretionary behaviour, and in courtesy discretionary behaviours since human rights training was provided at CLPCW. Most of the changes in voluntary behaviour were a result of support staff reporting that they were better able to acknowledge the position of the people whom they supported and the other support staff they worked with. Examples of sportsmanship behaviour were minimal; however, interviewees did mention qualities that suggest that sportsmanship does occur within the residential settings.

Civic-virtue behaviour.

Each of the four participants reported engaging in civic-virtue behaviour to promote the overall mission statement provided by CLPCW: "To enable and support people to achieve their desired quality of life in partnership with an inclusive community.

The primary individuals we support are: people with intellectual disabilities and their families" (CLPCW, 2011). Considering this mission statement, all behaviours discussed by the support staff that promote and maintain quality of life for the individuals they support beyond the prescribed expectations in their job descriptions would be considered engaging in civic-virtue behaviour. All four staff discussed using their own, non-work time and resources to better enhance the quality of life for the individuals whom they support. Among the examples of voluntary civic virtue cited by participants were;

- using unscheduled time to visit supported individuals
- lending supported persons their own items from home such as videos, books, magazines
- using their own time to arrange activities such as calling to plan outings from their own home/cell phone
- volunteering time to assist with committees to better support individuals in their care
- using their own time to fix/mend something that belongs to a supported person
- picking up items from the store that the individual they support may need or want.

While describing behaviours that support staff engaged in that went above and beyond specified job duties, Participant 3 explained:

> You are bettering their life, they got nothing else, and they got [deleted for anonymity], they really got no family neither, so they really got no one except for the people they see on the street, if they belong to a church, [deleted] they say don't mix life with personal, but I am sorry you can't, I mean, I don't take my [personal] life to the home or whatever else, they have no family, [deleted] I don't have to

> [engage in activities on non-work hours], but it is definitely, [pause], it's, it's their life too, and you're giving them a life to go do things, so yeah, so anyways.

When asked how these behaviours make Participant 3 feel, he/she additionally explained that engaging in voluntary behaviours "is giving them an opportunity that they would never get." Participant 2 explained that "I think treating them [people supported] well is not necessarily specified [in the job description provided by the agency] and it is always a subjective thing but being friendly to them and being nice to them and being kind to them, [pause] that is something that is very important but it [being nice] isn't necessarily specified."

As 'being nice' is subjective, it is difficult to establish differences between voluntary civic virtue behaviour and adherence to the job description in the group home. One of the duties in the job description requires that employees promote each individual's support plan which is to "assist in the development of the person's goals that include measurable outcomes based on the person's needs, preferences and interests" (CLPCW, job description, 2011). This seems to indicate that employees should be cognisant and respectful of the people they support but, again, the nature and extent of the enactment of this job description specification is subjective. Determining what constitutes civic virtue behaviour during work hours may be based on the individual personal value systems of each of the employees and the people whom they support. Participants 3 and 4 both expressed that activities which might be considered mandatory could also be considered voluntary. When Participant 4 was asked to clarify if outings to the theatre were voluntary or mandatory, he/she replied

> no, voluntary 'cause sometimes you're not even working. You know sometimes you would call up and say would like uh, [name deleted], or sometime they would call up and say like to do this or would [deleted]. Sometimes I will do that because I know that I will be in [the area] and then I will call up and take [deleted] out for a coffee or something like that.

In one example, Participant 3 explained that he/she volunteered a considerable amount of time for one activity as "we only have x amount of time to do the [deleted activity]." Participant 3 expressed that since the scheduling of hours in the shift make it difficult to have enough time to complete some activities, often employees volunteer additional hours to complete outings.

The support staff interviewed seemed to express that the human rights training did increase the number of activities/outings that occurred in the group home. Activities include but are not limited to: outings in the community, camping, shopping, going to the theatre or concerts etc. Participant 1 had a similar opinion that some outings are not required by the agency but, rather, are considered voluntary. Participant 1 also elaborated to suggest that since the human rights training, activities for supported persons have occurred more frequently within residential settings.

> I think like going out and doing things in the community aren't necessarily written down in the job requirements but you know there [are] some things that you can do when you have time. And I think that there is more of a push [in comparison to outings before the 3Rs training] for people to go out when they want to or when they have time as opposed to having it all scheduled in all the time.

Through further discussion, Participant 1 described that not all activities have to be large; they could even include things such as using recreational facilities in the community or including supported individuals in shopping routines such as going to the grocery store.

Throughout the interviews, it was evident that each member engaged in civic virtue behaviours as they were actively participating in the lives of the participants at CLPCW that extended beyond the minimum requirements of the job description. Each of the interviewees expressed concern over the well being of the individuals whom they supported and a willingness to engage in activities that would best serve the individuals in their care above and beyond the specifications in their job descriptions. Since the 3Rs training, it was conveyed that there had been an increase in activities and outings that were designed to increase the quality of life for individuals supported.

Courtesy-discretionary behaviour.

Maintaining the cleanliness in the home was discussed by each of four interviewees as the most common courtesy-discretionary behaviour that prevents work related problems from occurring. The interviewees stated that they engage in additional voluntary duties beyond their job description specifications to create clean spaces for residents and co-workers to enjoy. Untidy spaces and broken items were reported as a cause of tension between support staff. However, there was also the balance of expectations between what staff expect in housekeeping and the preferences of the persons living in the home. For example, Participant 1 described cleaning duties as "it is just a balance of uh, again if you have the time to do it, if you don't have the time to do it."

Participant 1 also reported that broken items in the home can be a source of tension between support staff and engaging in voluntary behaviour can reduce it.

> Um, someone was complaining that over a period of a long time that this hasn't been happening, that hasn't been happening [discussing broken items around the house] uh, and then I come to a shift and realize that this is just becoming overbearing, this person couldn't go and get this whatever thing and I would, you know, take the person [a supported individual who may require an item from the store] or just take myself [out to get an item needed in the home] at time just to make things right, sort of.

Each of the interviewees discussed completion of household duties as a method to reduce tension between staff therefore preventing work related complaints from occurring.

One of the interviewees additionally discussed that since the 3Rs training tension may have also been reduced between supported individuals and support staff. The training seemed to provide the framework that it was 'okay' for supported individuals to maintain messy homes as that might actually be their preference. As Participant 1 explained, "If the counter is a little bit dirty and I just don't have time or I will encourage the person [to clean it] but uh, cause again it is their choice. . . . I try to treat their home like my home so, but then again that might not be fair sometimes because maybe my home is messier then theirs and maybe that is the way they want it." Participant 2 shared a similar observation about CLPCW before human rights training, "I think that it was a lot more doing for the clients, do you know what I mean? We would do the cleaning and you know everything, preparing food and what not, as we got more into watching out for the rights it would be more helping them, you know, supporting them with what they wanted."

Both Participant 1 and Participant 4 described engaging in additional household chores as "automatic" or "just common sense." When asked if cleaning duties were

assigned or if they were done because they wanted to do them Participant 4 answered, "um most of them were assigned, um [pause], we tend to be fairly clean in this home, like the windows, if the windows needed to be washed, you know the storm doors, we just automatically did it you know, yeah." When asked if they engage in duties that were not outlined by CLPCW, Participant 1 explained

> Oh quite frequently. If we are talking about like uh, hooking stereo equipment up there's uh, maybe um, implementing, like bringing a computer into their home like you know, setting all those things up. If something breaks or yeah there's a lot of stuff that are not in the shift duties but again I think it is common sense. I don't think you could possibly write everything in the shift duties, the list would be endless.

Additional courtesy-discretionary examples include completed tasks that are not assigned to anyone but support staff completed them because they needed to be done such as cleaning a storage room, decorating spaces or engaging in yard work. Rather than leaving something that needs to be done and excusing it from their activities Participant 4 explained

> 'cause I mean the team cares really good like that. Um, if it is not there [the job description] and, but, it really needs to get done, they do it. Really all of us here you know, it's just because of instead of seeing and you know, leaving it for somebody else, it is easier just to do it.

Participant 3 shared a similar experience where if a task needed to be done, rather than complain about it they would, "take care of the situation right then." In this example, Participant 3 was describing completing paperwork that might be another staff member's

responsibility however they would assist them in completing the documentation notes/receipts because they recognized that the responsible colleague had other obligations to attend to.

Participant 3 described a different type of courtesy discretionary behaviour - exchanging duties in the home with other staff to assist them in completing their shift duties. Participant 3 mentioned that voluntary duties include

> like you say if someone was not feeling well and they didn't feel up to completing things or um, maybe they weren't feeling well, so maybe they would [exchange duties, actual duties deleted to maintain anonymity]. That can be arranged, that is flexibility, that sometimes . . . [inaudible]. You try to be a team and you try to help your co-workers, not really required but it is nice if it can be done.

Participant 3 really emphasized that courtesy discretionary behaviour is best demonstrated by preventing tension between staff before the possibility of it occurring. Assisting other staff with chores around the home, taking the initiative to buy items around the home and offering to exchange duties within the work environment are the best ways to maintain a respectful work atmosphere among colleagues.

Sportsmanship behaviour.

Participant 2 described the impact of teamwork behaviour as "it makes a nice place to work, you know good team work and you know being able to count on other people and you know, I think it just makes for a nice atmosphere". It is important to remember that sportsmanship extends beyond engaging in voluntary behaviour in order to assist teammates; it is also the ability a worker has to overcome hardships without complaining or making a big deal out of those tasks (Podsakoff, MacKenzie, Paine, & Bachrach, 2000).

Only one of the four participants discussed explicitly engaging in sportsmanship behaviour while working at CLPCW, while most of the interviewees did not mention any examples of engaging in behaviour specifically to benefit other employees working in the same group home. However, all participants in this study stated that they valued the presence of sportsmanship in the home in which they worked. It was not clear in the interviews whether sportsmanship behaviour had changed in any way as a result of the 3Rs training.

During the interviews staff described a few examples of sportsmanship behaviours that occurred while working as a support staff member. The support staff did, however, mention that they would often engage in tasks that were not assigned in order to reduce tension, particularly in regards to completing paperwork, remedial tasks around the home and going on outings. Participants discussed that sharing responsibilities and completing tasks that were not assigned to them was not a hardship because those additional activities benefit the people they support. For example, one staff member described going camping with the people whom they support despite not enjoying camping as an activity. Participant 3 explained, "Now I could have said if you knew me I am definitely not a camper; like camping for me is a hotel or a motel, like five star okay, I don't deal with bugs, and I don't sleep on the ground," however the statement was followed by explaining, "My job duties don't say go take on a day trip or whatever else this and that and they loved it [referring to supported person's camping experience], like these guys here at [deleted] and it was a dream come true for them." It was clear that this staff member participated in this activity to help the people he/she supports to reach their personal goals rather than choosing to restrict an activity because of his/her personal aversion to camping. Although this example could additionally be considered civic virtue behaviour, it is a demonstration of

sportsmanship as well because the staff member decided to go camping rather than cancelling the outing or trying to encourage an alternate activity as a result of personal preference.

Sportsmanship behaviour requires that employees respond to additional inconvenience associated with work tasks without complaint because they are committed to the work team. Despite very few comments on explicit examples of engaging in sportsmanship behaviour, each participant conveyed agreeableness towards the team which suggests that sportsmanship behaviour occurs within their home. All interviewees agreed that all the duties assigned to them by CLPCW were necessary for the job. Each of the four participants agreed that they were satisfied with the job descriptions and the workload that is asked from them by the Association. This suggests that each of the participants does in fact display sportsmanship behaviours in at least so far as maintaining a positive attitude about their work duties and being agreeable to the tasks that may not be assigned but need to be completed.

Altruism-discretionary behaviours.

Altruism-discretionary behaviour consists of helping others to achieve a task within the organization. Rarely within the interviews did the participants discuss organizational problems or tasks that needed to be solved or completed. Therefore, much of the conversation around altruism-discretionary behaviours related to pro-active rather than reactive issues. Three participants suggested that following the 3Rs training they began to listen more attentively to the individuals they assist in order to provide better standards of care and quality of life for them. Listening to the needs of the individuals they support is within the context of the job description provided by CLPCW; however, the quality of

listening to an individual is discretionary. Participant 2 and Participant 4 both discussed that since the human rights training they had found alternate methods of communication rather than just using spoken language to better serve the individuals within their home. As Participant 2 explained:

> I think a little bit, I think that I am more likely to try and, to try and, uh, find out what they want and what they don't want. Put more effort into listening to them to find out what choices they like or helping them make some choices if they are not too good at verbally discussing themselves. Show them two items and have them pick one. I had one [person] that um, [they] wouldn't necessarily make a choice but [they] would eliminate the one [they] didn't want so you would know which one they wanted. So you would say, well which one do you want and then [they] would just push the one away that [they] didn't want. Process of elimination, but you got to know that, so you would give [them] choices and you would know, you know the one [they] pushed away was the one [they] didn't want.

In addition to the staff reporting that communication was more thoughtful since the 3Rs training other voluntary actions occurred as well to maintain respect in the home. Participant 4 conveyed that since the 3Rs training he/she felt that all the individuals in the home were receiving more respect. Much of the respect that was referred to is not explicitly stated in the job description; rather, communication was strengthened to provide increased protection surrounding human rights related issues. As Participant 4 explained:

> like when we did laundry or something like that with the individuals or if there was something that we wanted to take out of their bedroom, automatically we would just go in there, and then I realized that that was very disrespectful to walk into

> their personal bedroom so then we started, or whenever, there is not a single staff that walks into any of their bedrooms. Like if we got something and they are down the hallway we will just say like, do you think it is okay, I got some pyjamas here, can I go to bedroom and put it down on your dresser and then they will say yes and if they do say no, we will say would you like to do it, so yeah, it is very good in this house, the respect with the human rights.

Asking permission to enter an individual's room is not stated by CLPCW; however, being respectful to all individuals supported by the agency is a requirement.

Asking permission to enter an individual's room may be respectful; however, whether it would be considered to be an altruistic-discretionary behaviour is a subjective determination. Participant 4 commented,

> the way we were doing things [before the human rights training] we did go in their rooms and we did touch their stuff and whatever and not think about it. Where it has given them more control in their life. Like all of the [deleted], I think that they feel that they are an adult instead of a child, cause sometimes we would teach um, or we would treat them like a child going into their things, stuff like that, or sending them to their room or whatever, it doesn't happen like that anymore ...

Communicating with individuals supported by the agency adheres to the overall values of CLPCW to strive for a society that is respectful of all individuals. The comments by Participants 1 and 4 suggest that despite fairly few changes to the job description, the human rights training may have affected the manner in which they communicate with the residents. From an organizational standpoint, listening to the people who are supported to better create their life plans and to become more active in their life is the overarching goal

of CLPCW. Listening and communication effectively assist the agency to provide environments that are inclusive for persons with ID and it facilitates more community integration. The employees interviewed for this study suggested that they go above and beyond just listening to the residents; they display altruism-discretionary behaviours as evidenced by the lengths they go to communicate with the residents they support in order that they can respond appropriately to the needs and wishes of the residents.

Quasi-Inductive Themes

Each interview was coded individually and then the main themes that were collected were compared across the participants. The themes related to the research questions that emerged during coding beyond the Organizational Citizenship Behaviour factors were organized according to four major themes: Staff Perception of their Prescribed Role Post Human Rights Training; Human Rights versus Program Completion; Support Staff as a Learning Community; and Staff Perception of Change in Supported Individuals Post Human Rights Training. Themes were categorized according to topics that were commonly discussed across the participants. The themes were then further narrowed to address the research questions. Each of these themes relates to the research questions and illuminates the topics that were discussed by the participants.

"Staff perception of their prescribed role post human rights training" refers to changes in the expectations of the agency since the transition to a rights based organization. Prescribed roles are those tasks and duties that are stated by the organization through job descriptions, supervisory expectations and specified organizational policies and procedures, whereas discretionary roles are those duties or activities that a staff member chooses to do. "Human rights versus program completion" entails the tension that

support staff described in having to implement daily routines or activities that may inadvertently restrict human rights. Additionally, this section considers the programs that have been examined to better support individual rights within homes. "Support staff as a learning community" includes a discussion of how the support staff described post 3Rs changes in communication between supported persons, management and other support staff to address human rights concerns and to create an environment of sharing and learning. Finally, the interviewed staff conveyed that after the rights training there was a significant change in rights assertions made by the people whom they supported. This is discussed in the "staff perception of change in supported individuals post human rights training" section.

Staff perception of their prescribed role post human rights training.

Each of the interviewees stated that the 3Rs program had an impact on CLPCW. The participants suggested that the human rights training at CLPCW made the environment more respectful for each person supported by the agency. The participants reported that, since the organization had shifted to a rights based philosophy, staff have begun offering more choices to the people they support, and staff are more likely to create spaces that are less restrictive than they were before any human rights training was implemented. Participant 1 stated "Um, I think, I think a lot of the issues tried to push forward to incorporate rights more than we were years ago to make sure we were looking out for the clients' rights more and more." Each participant reported being actively engaged in providing services, activities and support to individuals to increase the quality of life to the people they support. Participant 2 explained,

> I think ... we weren't so concerned with the rights [before human rights training]. I think that once the rights was brought more to the forefront, I think, ...we are looking at them more as individuals and what they want to do and how to best serve them. Earlier on I think it was more, they weren't treated like individuals, there was more, you know, concerns with their behaviours, and there wasn't much push to have them go into the community as much. ... I think that they were not as community orientated as we are now. You know and their rights to go into the community and be a part of society. I think that's changed, I think that has been changing. Which is a good thing.

Participant 3 agreed that since 3Rs human rights training, more choices were offered to supported persons in order to establish and provide individual program planning. Participant 3 described that "it was, it is mandatory to ask them what they [supported persons] want [activities]."

Participant 3 and Participant 4 both agreed that there is a deeper appreciation for human rights within the organization however they both suggested that human rights were considered before the human rights training provided by the 3Rs Project. When participant 4 was asked if any additional duties had become mandatory at CLPCW since the training he/she replied, "I don't really think so, it's just this house, we were always, we were pretty much respectful to all the people we support anyways, it's just like, fine tuned us and, made us think before we act or do things." When asked if any changes to the job description had become mandatory Participant 3 stated, "No. Nothing new has, like when we had the rights training, there was nothing extra new that has to be implemented into [deleted] that has been going on right now." Although the participants stated that the job description did not

change they did allude to changes within the agency that affect their position, such as additional regulations dealing with behavioural support. Participant 2 described the change after 3Rs as

> I think that, I think that um, we are a lot more careful about behaviour procedures that we put in place for them. Um, we have to go through you know, I have to go through behaviour psychologists or psychologists, and behaviour therapists or what not. We have to go through rights committees and there are more committees of that sort that you know, if they are, you know, having more or they are in a bad state of mind, and we are going to be using medications to help control them or using [inaudible] to try and control them or to help them behave in appropriate ways, there is more committees you have to go thorough and more people that you have to go through so I think that has changed.

All of the participants discussed the 'life plan' binders for the individuals they support becoming implemented post 3Rs training. These binders include goals and activities that supported individuals would benefit from and enjoy doing. Additionally, interviewees mentioned resources such as the human rights facilitation committee established in partnership with the 3Rs. Participant 1 stated that ". . . after rights training they [the organization, CLPCW] wanted more of our input for their life plans and for their philosophy in action." Each of the staff members interviewed mentioned that the organization implemented 'life binders' to establish and maintain individualized program planning. Participant 1 described the life binders as

> Uh, the binders had several pages with different goals. Especially if the person isn't able to speak. …we tried to find something, examples for that would be … going to

> see their family more often, so some of the things were realistic. ... . The complication was with how much they were involved with their own life plan especially when they couldn't comprehend what was in the binder .... .

For the most part, the binders were described as an asset to the overall functioning of the homes at CLPCW. However, one participant expressed some concern that individuals supported by the agency were not asked if they wanted the binders. This staff member described that making life plan binders mandatory complicates staff members' ability to maximize choices for the people they support. The concern presented by this staff member was that some of the individuals supported by the agency might not want a life plan, if they are happy with their existing lifestyle at CLPCW.

Each of the interviewees reported that despite having increased awareness of human rights issues, they do occasionally restrict the rights of the people whom they support. Staff reported that some of these restrictions are the result of specific care provision requirements of their job. For example, if an individual wants to sleep in, staff may have to wake him/her to administer medications if staff have a one hour specified time window in which to administer the medication. In addition, human rights may be restricted due to financial constraints and health concerns.

Some participants also discussed having increased responsibility to preserve human rights for the residents within the home. Two of the interviewees discussed that they were pleased that collaboration with the 3Rs provided more access to a third party (the human rights facilitation committee) to report to in situations in which human rights restrictions occur. For example, the participants described that they are not always able to make decisions that affect the people whom they support. Support staff might support an

individual who is put on a budget by management so they are restricted to spend only a certain amount of money each day/week/month rather than being able to spend all of their resources at once. If the support staff were to believe that the budget is too restrictive or not responsible enough that it restricts the supported individual's rights, the support staff have the opportunity to reach out to the community via the human rights facilitation committee. The facilitation committee then negotiates together with members from the agency and from the community to find an agreeable resolution for any human rights complaint that is made within the agency.

Overall, the formal job descriptions for support staff written by the agency did not change significantly after 3Rs training for staff and supported persons; however, support staff described that the changes that occurred as a result of the training caused produced increased awareness regarding support persons' human rights. Support staff reported that they were always obligated to present choices to the people whom they support, however, as Participant 2 discussed, the 3Rs training "fine tuned" them to be more aware of the subtle restrictions that occur in the home. The most significant change that occurred for front line employees was in the creation and administration of interactive procedures for persons who were supported in the form of a life binder. Additionally, support staff reported examining human rights through the lens of respect and responsibility with the assistance of the community via the human rights facilitation committee.

Human rights verses program completion.

All of the participants discussed that sometimes tension occurs within the home as a result of support staff ensuring that an activity is engaged in or completed by a resident who does not want to participate. Complications arise for both support staff and supported

individuals when program completion is mandatory or a mandatory schedule prevents a supported person from engaging in an activity that is more desirable than the activity he/she is required to do. This situation may cause tension between support staff and the individuals they support if supported persons do not want to complete the particular activity that is required of them. For example, one of the residents in the home may not want to go swimming, however, due to lack of financial resources in the home, the person must go because the pool has been rented and there is not another staff member available for the person to stay home. One of the interviewees described a situation in which a day activity was planned however one of the individuals supported in the home wanted to complete another activity (the activity is not mentioned to maintain anonymity). As a result, the individual engaged in behavioural aggression to try to obtain access to the desired activity. Staff resources had to be used to calm the individual rather than to complete any activity at all. Staff had to then discuss changing the schedule with the rest of the team to avoid a similar situation when supported persons engage in negative behaviours in the future.

The staff interviewed described that some activities should not be completed within the home or during daily activities because the people supported are not interested in the activity. One participant described that during the initial implementation of the 3Rs program they felt that activities were being implemented because some staff felt that all supported individuals should be engaging in as many activities as they could rather than considering whether the supported individual wanted to engage in more activities. As Participant 1 described,

> Well, since the rights training came in they thought that by adding more things and doing more things it would be helpful. It didn't really, they didn't really ask the person we are supporting whether they wanted to do more or not. So we had someone who is like in their fifties who is just like seems like in the majority of some eyes that um, they wanted just a peaceful atmosphere, they didn't want too much commotion, they definitely wanted routine but not too much to the point where they were like go, go, go, go, go. Especially with some of the issues such as back problems or things like that, they can't handle themselves but when they started implementing these rights it was like …, okay let's go, it didn't matter who you are, we are going to start getting people on their feet

Each staff member described many examples of how staff increased the individualization of program plans following the shift to a rights orientation. This included: offering residents' activities that they were interested in and that were appropriate for the individual, making the home more accessible for the residents, reducing restrictions within the home and having residents more actively participate in making their own choices about the things they want to do in their life. However, despite the increase in personal programming, the staff interviewed explained that a routine is necessary to organize the home. This routine may not always be congruent with some life plan as routines may not always be able to accommodate all the needs of the individuals living within one group home. Participant 1 stated,

> I have always noticed that …, people that we support a lot of the times they ask for that and in whole [to go out to an activity] they don't generally want an over bombardment [of activities], so the routine is …, the routine is … like widely

> accepted, not for everybody again, but for the most people that I support they seem like they are happy when there is some type of consistency.

One of the issues with routine is that it must be accepted by all workers in order for the routine to be achieved and maintaining rights can impact this. For example Participant 1 noted,

> Um yeah, we have basic responsibilities of hygiene, and making sure everybody is taken care of in the sense of like, um, making small things. Little things like making sure their teeth are brushed but now see this is where the complications come because what if the person doesn't want to brush their teeth and so forth. So these are some of the frustrations that uh, um, someone can you know, come in and criticize you know, why the person['s] teeth wasn't brushed but maybe that person denied it. So there are all these factors that can make the work place stressful for the people and for the workers.

Participant 2 agreed that there are "little things" that have changed since the shift to a rights based agenda in the home. Duties such as cooking and cleaning are no longer the focus of the job. Instead, it is the quality of life for the people whom staff support by completing activities that are meaningful to them rather than just deciding what the person should or should not do. Participant 2 explained the change from before to following 3Rs training;

> I think that it is starting to be more around what they want as opposed to, you know, just getting the shift duties cause, you know, the next shift would want to have supper made, or they want to make sure that the cleaning was done or. I think the push has been more what they like to do or what they want to do on any given

> shift. More centered around them as opposed to us doing the work for them and having the work done at a certain time. I think that is changing, does that make sense?

Staff described that after 3Rs training some of the cleaning routines were changed to provide individualized care to the supported persons in the home and to increase support staffs' time to engage in other activities. The changes to program completion increased the rights of the people they supported by acknowledging their choices and by eliminating some of the duties that did not contribute to the overall well being of the people supported in the home.

Support staff as a learning community.

Staff described that human rights and respect were always present at CLPCW; however the 3Rs training contributed to an evolutionary process within the agency. The staff interviewed reported that the training offered subtle transformations in training new staff members at CLPCW such as changes in communication between staff and the training affected the manner in which management considered the opinions of front-line employees. The interviewees all suggested that learning from each other (including CLPCW managers, support staff and supported persons) was the best way to support individuals and their rights. Participant 2 described the focus on functioning as a team across roles:

> for any team, for anywhere you work, in a group home or whatever else to be able to function properly you gotta be connecting with each other and contact and communicating with each other because if you're not then this person's doing this and that person's doing that and that person's doing that and it is just kind of

> falling apart. Even though we are trying to do our best [deleted] we do our activities and whatever else and I think, even though we are putting our 110% in, it is not our 110% capability as a team . . . [therefore we need to]. . . discuss what we are going to be doing or how we are going to be doing instead of going by the wing of it and saying today is whatever and saying okay what are we doing today?

Participant 1 also acknowledged that staff could provide the best care for the people whom they support when they communicate together during staff meetings. Participant 1 stated "some people are not aware of the stuff that has happened in the past or currently. So when everybody's there [at a staff meeting] it can be effective just to try sort things out just to gather up all the knowledge when we are at one table." Staff reported that after the 3Rs training they were more likely to communicate with other staff using rights orientated language to discuss the daily operations of the home and the residents in the home. Participant 1 described the importance of ensuring that human rights are discussed in the home among support staff in a respectful manner and that conversations about human rights should occur "naturally" by learning from each other.

> It is just 'cause it has to come naturally, cause you can't go pointing fingers at anybody because it is not even productive if they feel like they have done something wrong by learning without getting your hands slapped. We really you know, … learned [about rights] in a respectful manner.

An example provided by Participant 2 discussed a restriction of food choice,

> I think sometimes people you know, people will get you know, sort of opinionated or whatever. They [supported individuals] should eat this or they should eat that or this is good for them or that is good for them. And you know you sort of say well

> yeah but you they like this and you know in moderation they should have the right to this. Sometimes if you bring up the word rights and people will be like oh yeah, I guess so. It just um, might be yes I guess they do have the right [to eat the foods that they choose to eat, regardless if it might be a less healthy choice].

During the conversation with Participant 2, he/she suggested that the communication about rights restrictions does get enacted within the home between support staff and supported persons. "Initially when it happened [3Rs training] and then like a lot of [staff] said like, I didn't realize this is um [restricting their rights], uh, we shouldn't be doing this so when we are aware, we correct it right away."

In addition to the style of communication changing in the home between supported persons and support staff, staff also reported that communication increased within the agency between managers, and with members in the community. Participant 1 explained, "after rights training they [managers] wanted more of our input for their life plans and for their philosophy in action." Two of the participants also expressed that they had more connections with experts and other service providers in the community because of the Human Rights Facilitation Committee.

Support staff members' perception of changes in the people they support.

All of the staff interviewed reported a significant change in the people whom they support. Interviewees reported that the people supported by the agency were more likely to advocate for their own human rights since receiving human rights training provided by the 3Rs. Staff also reported that a change occurred in the manner in which supported persons were considered as individuals by support staff, the community and other community members. Participant 4 described that "[the 3Rs] I think like it has taught them that um,

they know now that they do have choices and that staff can't bully them." Participant 4 also described that staff are taught to provide care rather than just support alone, ". . . we are taught that as caregivers, we take care of them, and it is almost like we are mothering them but they don't need the mothering, they need the equalization between." Participant 4 provided an example to describe how supported individuals are asserting their rights: "it [3Rs training] made them feel good, where they can say like, that is my human rights, or they can say like that is my choice and I really think it empowered them, , , you might say to one of the [residents] you need to go to the bathroom or stuff like that and no (deleted) will say I don't have to go, that is my right, or um, that is my choice."

The staff interviewed described that supported persons were more likely to advocate for their human rights in a number of contexts such as: advocating to phone friends and family, expressing a desire to visit friends and family more often, selecting outings/vacations that they want to do, and making their own choices in regards to what they eat. As Participant 3 described,

> With the people I support um, I think, they have a better knowledge of knowing that they actually have a voice, where before when I first worked at the [agency], , , they have a voice and we do what they say but with these right meetings that they have or whatever, or whatever else um, the past couple of years [one person in particular], , , will say well I have a right, and uh, it is them saying it that uh, saying it themselves, and it is more knowledgeable and it's like well yeah, they kinda do [have the right] you know that. Like we don't forget that or whatever else, but they'll say well I have a right. Well yeah you kinda do, it just makes you stop and

> think, like I am not denying them or whatever else but um yeah, you help um and support 'em I guess as long as it is feasible as well, so yeah.

That supported persons advocate for their human rights may also influence the manner in which they are perceived by their support staff. Participant 2 expressed that "I think that some of them [supported individuals] are more likely to um, assert their right, and I think staff are looking into rights more and keeping them in mind more." Participant 1 explained "I've seen there is more progress [within the agency] happening for the people that we support. Sometimes we have the people we support actually take that [human rights] policy and use it."

Participant 4 suggested that, as a result of the training and the changes in staff attitudes, residents felt more "adult like."

> The way we were doing things [before 3Rs], like we did go in their room and we did touch their stuff and whatever and not think about it. Where it [3Rs training] has given them more control in their life, , , I think they feel that they are an adult instead of a child, cause sometimes we would teach um, or we would treat them like a child going into their things and stuff like that. Or sending them to their room or whatever, it doesn't happen like that anymore or whatever.

The staff interviewed each described that the human rights training influenced a manner that increased the incidents of supported individuals advocating for their own human rights and the manner in which staff responded to those assertions. Overall, the staff interviewed indicated that support staff and supported individuals had a better understanding of each other.

Comparison of Agency Job Descriptions Pre/Post Human Rights Training

As many of the staff acknowledged during the interviews, the job descriptions provided by the agency pre 3Rs training did not change significantly after the human rights training. CLPCW provided an undated job description that was used prior to the human rights training and a revised edition of the job description that was completed in June, 2010. This revision was completed approximately four years after the 3Rs training. When comparing the job descriptions that were written before and after training, very little differences can be detected. The only real difference between the two documents was the language that is used by the agency.

The shift in the language post 3Rs training was more progressive and inclusive than the language in the former job description. Rather than making it mandatory to create individuals goals through the person's assessment, supported individuals are included and the new language suggests that goals are identified through the person's life plan. This language seems to suggest that rather than workers making decisions for the people they support, supported individuals are to be encouraged to actively participate in their life plan. The other change in terminology that occurred was the 'Behaviour Intervention & Review Committee' (a committee established to review all intrusive interventions) is currently recognized as the 'Human Rights Facilitation Commission.' Although the change may seem minimal, it is very progressive in that supported persons are referred to as active members in their own life and they are human beings first rather than thought of as a behavioural plan or being at risk to become known by their assessments rather than their own voice.

The message that was sent though changing the language in the job descriptions really demonstrates a commitment to the 3Rs program and maintenance of human rights

within the organization. The language establishes the environment to be respectful and adhere to a human rights philosophy within the organization.

Nature of Formal Job Descriptions Pre and Post 3Rs Training as Described by Staff

The interviewed staff reported that the formal job expectations within the agency had not changed significantly since the human rights training was provided to the organization. The participants in the study did convey that formal job descriptions provided by the agency provided few substantive changes post human rights training. For the most part, the job description provided by the employees and the formal written duties were, overall, consistent with complexities that exist in the role of support staff member supporting individuals with ID. Despite that, the staff interviewed indicated that there were minimal changes within the nature of the role, it was suggested that the training 'fine tuned' (Participant 4) them to be more conscious of some of the expectations within the pre-existing job description.

Throughout the interviews, the most significant change that appears to have occurred within the role of counsellor at CLPCW was a shift in the manner in which care is provided for the people they support Many comments indicated that supported individuals are treated with more autonomy than they were before human rights training. Staff have become more proactive in including residents in their own life plan by listening to them more often and finding more opportunities to assist residents in voicing their opinion if they lack the verbal/intellectual skills to communicate their needs. Additionally, residents are treated with more autonomy as they are more actively participating in their lives, such as engaging in chores around their home. Staff reported that there is "less doing for" (Participant 2) the residents and "more doing with" the residents.

Consistent within all of the interviews was that the role of a counsellor for persons with ID is very dynamic and requires a great deal of flexibility. The role requires staff to provide direct care for all aspects of daily living 'including but not exclusive to: medical, personal, physical, financial, psychiatric, equipment, hygienic, social, recreational, and emotional' (p. 2, Community Living Job Description, 2010). Additionally employees responsible for 'ongoing development of Life Plans' (Community Living job description, 2010) which includes making sure they are meaningful for the individual and that they are what he/she would like to do. Participant 1 conveyed that if all the duties within the role of a support worker were written in the job description, the "list would be endless." All of the employees interviewed agreed that the role of a support staff member is demanding, and a few mentioned that often support staff interpret the job description differently within the agency. An example of this is that the job description states that you must respect the individuals but, as Participant 2 noted, the job description does not mention that you have to "be nice" to the people who are supported. This study found that the quality of care that individuals receive from front-line employees may be enhanced if they do practice respecting the individuals' human rights while they work, especially if the employee demonstrates OCB characteristics.

Discussion

The current study was completed to describe the nature of the role that support staff perform, particularly after the implementation of human rights training. Since the human rights training program, 3Rs - Rights, Respect and Responsibility Project, was established, few studies have been completed to describe the changes to front-line employees working in residential settings after adoption of a rights based approach to service delivery. Support staff have a huge responsibility assisting persons with ID in daily living routines and supporting individuals' social and emotional well being. The staff interviewed for this study expressed that supporting individuals with ID is a complex role as they have many responsibilities to maintain a safe environment that supports a diverse range of needs for the people in their agency. The current study found that in addition to the formal job duties stated within CLPCW job description, interviewed employees described engaging in many voluntary duties as well. The interviewees described that some OCB increased as a result of human rights training because the training prompted some of the participants to be more cognisant of the human rights of persons with ID and the training provided alternate language to use in the homes to better support human rights. Additionally, the support staff participants reported changes in the manner in which they communicate with other employees, managers, supported persons and members of the community.

OCB and the Impact on Human Rights within CLPCW

Participants in this study reported that there have been many different types of voluntary behaviours that have occurred at CLPCW such as volunteering time, and offering resources. Many of the voluntary behaviours described by the participating staff could be categorized as OCB and assist in creating environments that support individuals

in learning about their human rights. The support staff interviewed suggested that the OCB characteristics they displayed in the home enhanced the overall quality of care received by the persons with ID they support. Participating support staff reported offering more choices to persons with ID especially as a result of increased communication between themselves and the people whom they support. Participants also reported engaging in many different types of duties that went above and beyond their specified job duties however, throughout the interviews it was rarely specified whether these demonstrations of OCB were a result of human rights training or whether the behaviours occurred before the training. The OCB characteristics that the interviewees reported engaging in the most were displays of civic virtue behaviour, courtesy-discretionary behaviour and altruism-discretionary behaviour.

An unexpected finding in the interviews was that the support staff did not describe situations in which sportsmanship behaviour occurs. Sportsmanship behaviour is demonstrated when an employee does not complain about doing something for the good of the group, despite considering the task/outcome personally unfavourable. Additionally, staff who engage in sportsmanship behaviour tend to remain positive despite having to engage in an undesirable task (Podsakoff, MacKenzie, Paine, & Bachrach, 2000). One hypothesis that might explain why there were minimal conversations about sportsmanship is that within the OCB scale designed by Podsakoff, MacKenzie, Moorman, and Fetter (1990; Organ et al., 2006), the items related to sportsmanship behaviour are negatively coded while the other factors of OCB are positively coded. This suggests that sportsmanship questions have to address an adverse situation to determine what type of response the employee is likely to demonstrate. In an interview situation it is difficult to prompt or encourage examples of sportsmanship without subjecting the participants to

loaded questions such "what do you do when other staff members ask you to do additional work related tasks in the home that are not a part of your job description?" This type of question was avoided when the interview questions were being written in order to prevent leading participants. Questions that prompted discussions on sportsmanship behaviour may have illuminated more sportsmanship behaviour examples however, asking this type of question may have been seen as inappropriate since it could have suggested that other support staff create extra work to be done in the home.

Despite minimal comments made about sportsmanship behaviour, many comments were made that describe 'cheerleading' behaviour. Organ et al. (2006) describe that cheerleading behaviour occurs when support staff encourage their colleagues to be productive on the job. Within this study, all of the persons interviewed described engaging in behaviours that advocated for collegial commitment to human rights. For instance, support staff would encourage colleagues to go to the Human Rights Facilitation Committee if they had a concern. Staff also suggested that after human rights training they were more likely to advocate for the individual preferences of the people whom they support. Perhaps due to the nature of a support worker's job, the five factors of sportsmanship behaviour described by Organ (1988) are not as applicable to employees in the non-for profit sector as they may be in the for-profit sector. This is not to suggest that these characteristics are not demonstrated by front line employees, however, perhaps there may be different characteristics that are more likely of employees who provide care and support for vulnerable populations.

Most of the researchers who have published studies on OCB collect data from the for-profit sector. Within the for-profit sector, studies report on productivity, customer

satisfaction and profits (Whitman, Van Rooy, & Viswesvaran, 2010). Studies that have been collected in the not-for profit sector may not have the same type of measures to determine successful outcomes within an organization which may account for some of the discrepancies within the literature concerning OCB characteristics and the not-for profit sector. Owen, Pappalardo, and Sales, (2000) and Hopkins (2002) indicated that OCB may be an unspoken/unwritten expectation within the social sector due to the nature of care provision, therefore it is logical to deduce that typical characteristics of OCB within the not-for-profit/social sector would be different from the for-profit sector. For example, the present study found that the front-line employees were much more inclined to discuss acts of cheerleading behaviour rather than sportsmanship behaviour.

Support staff in the present study reported interacting with their colleagues to encourage them to advocate for supported persons' rights and they acknowledged other support staff for the contributions they made to the team. They discussed respecting other employees' decisions and advocating for them via staff meetings and through the Human Rights Facilitation Committee. Participants were much more likely to discuss openly and frequently the positive relationships in the home rather than describing reactions to adversity in the home that would require them to engage in sportsmanship behaviour.

The Impact of Human Rights Training Described by Staff

Participants reported that the most significant impact that the human rights training had overall was an increase in communication among staff, management and supported individuals. Support staff reported feeling as if they were better able to communicate with managers. They reported that more of their opinions and suggestions were responded to more frequently and efficiently by their managers following the rights training. Support

staff also reported that they listened more openly to residents and tried to be more effective listeners by adapting their typical methods of communicating to match the needs of the people they support. Although not specifically stated by the employees, it appeared throughout the interviews that the participants felt there was less of a power differential between management, support staff and persons supported. For example, the support staff conveyed that, in most cases, they felt as though their opinions were more likely to be acknowledged by managers and members of the community. Participants additionally reported actively listening to the people whom they supported and responding to their needs and wishes. Lastly, support staff discussed that they felt their opinions were better received by persons within the community via the Human Rights Facilitation Committee. A couple of the interviewees indicated that the ideas that they had and/or the human rights restrictions that they alluded to are currently being accepted in the agency more quickly than they were prior to the Human Rights Facilitation Committee. Participants suggested that, as a result, they express their ideas more frequently and they felt they were more likely to be put into action. The reported increase in responsivity to addressing human rights concerns made by staff members, may have contributed to them feeling an increased sense of personal agency within the organization.

During the interviews, two support staff acknowledged the use of the Human Rights Facilitation Committee and the importance it has in maintaining the rights of the individuals supported by the agency. The examples the interviewed support staff offered suggested that using the committee approach to conflict resolution within the agency was more efficient in coming to a resolution than addressing the issue with managers, or other front-line employees. For example, if a support worker brings forth a human rights

restriction/concern, the committee then has an obligation to come to a respectful resolution. The resolution might be to remove the rights restriction or to explain and agree with all the members that the restriction is in the best interest of the individual who is supported by the agency. A rights restriction may remain in the agency because removing it may cause health concerns or additional behavioural concerns that may disrupt the overall functioning of the residential home. By more frequent acknowledgement of the support staff, the Human Rights Facilitation Committee and the managers at CLPCW might actually be increasing the likelihood of OCB (Deluga, 1994; Bolger, & Somech, 2005).

An Organizational Human Rights Ecological Model

The process of shifting to a rights based service approach discussed by the interviewees in this study reflects the dynamic nature of Bronfenbrenner's ecological model of development and the integrated ecological model suggested by Sobsey (1994). The organizational cultural change promoted by the 3Rs may provide an antidote to the culture of power inequity and abuse in Sobsey's model. According to the discussion provided by the four individuals at CLPCW, the same model that described how abuse occurs within residential settings can also describe how the shift to a rights based service system can occur. The support staff- supported individual relationship could be conceptualized as the primary interactional microsystem in Sobsey's model within the larger environment of the organization. For example, the staff described that since the 3Rs training, supported individuals are more likely to advocate for their own human rights and use rights orientated language. According to the participants in this study, support staff more frequently hear from the people they support about rights, and they are more likely to engage in activities and practices that support those human rights since participating in

human rights training. This is an illustration of a balancing of the power relationship that Sobsey identified as inequitable between abusers and victim.

Within the larger organizational environment system, the participants in this study reported communicating with other staff and management about human rights related issues and manipulating programs as well as schedules to more adequately address the needs of the individuals within the agency. In addition, the organization's Human Rights Facilitation Committee creates a method of communication between CLPCW and other social institutions. Since the committee's membership includes representatives from inside and outside of the organization, it provides a bridge between other social services and community members and the needs within the organization.

The 3Rs model does, in fact, require that human rights be adopted within the culture of the organization. Human rights are more likely to be respected within the agency as the 3Rs model encourages that every system adhere to a human rights approach. The participants in this study reported that the rights education prompted discussion between support workers and supported individuals creating language that could promote a human rights orientated interaction between them.

In addition to describing human rights in terms of the integrated ecological model of abuse human rights issues may also be analyzed according to Cambridge's (1999) four levels of analysis for abuse. The participants in the present study seemed to express that human rights issues, in fact, can be researched on these four levels. Human rights training can be analyzed at an organizational level, to consider what changes have been made within the agency's philosophy, policies and procedures. Analysis can be done at the professional level between staff, management and other community partners and at the

house level, to consider how each group home operates. Finally, support staff conveyed that there are many changes that can be analyzed according to the relationship between supported persons and their staff.

Limitations within the Study

Time was a major limitation within this study for two reasons. The first limitation that occurred as a result of time was that this study depended on the memory of support staff. The study was designed to provide information about the lived experiences of support staff. All of the staff had the human rights training five years prior to the interviews. As no data were gathered about the lived experience of support staff prior to the human rights training, the current study relied heavily on the memory of the front-line employees who were interviewed at CLPCW. As a result, the information gathered may not reflect all the changes that occurred within the support worker position at CLPCW. Also, many changes are evolutionary, they do not change all at once. Attribution of organizational change to the training provided by the 3Rs may have been incomplete or, alternatively, the participants may not have mentioned other forms of training within the agency, or other organizational changes that may have caused changes in their role as front line employees. The second major limitation due to time was that this study was conducted as a time-limited master's thesis. Ideally this study would have been longitudinal with staff interviewed prior to training, during the implementation of the training and post training.

Another major limitation in this study was that there were so few participants. Strauss and Corbin (1990) suggest that a qualitative study is not likely to meet saturation standards with five one-hour interviews. Despite that, only four participants were recruited, it was decided that the research would continue as design of this study was intended to

investigate how one agency, CLPCW, responded to the 3Rs program. Since each agency has its own organizational culture, recruiting participants from another agency would have been beyond the scope of this study. Three recruitment techniques were utilized in an attempt to interest more support staff at CLPCW to participate in the study so it would have been inappropriate to solicit more interviewees since that could have been seen as disrespectful. Mason (2010) suggests that often researchers recruit more participants than needed in qualitative analysis. Saturation criteria should be premised on ensuring that the researcher is truly researching what they had intended and that the interviewees have provided enough information that conducting additional interviews with more participants will not contribute to additional themes emerging in the data. As there were so few participants who volunteered to participate in this study, a major limitation was that the four interviewees may be more likely to engage in voluntary behaviour. In the absence of a larger sample it was not possible to determine whether saturation had been reached on this or other themes.

Volunteering to participate in research that involves an organization could be considered an OCB, it may have been that the support staff interviewed for this study were members who often engaged in OCB. To try to encourage more participation from members, a gift certificate was offered and the employees could participate in the study during work hours. This may have influenced some members to participate who do not engage in many OCB behaviours, however, given the limited sample, this is not clear. It is important to consider that these findings are particular to the support staff who participated in the study. As the sample is only a very small percentage of the employees who could have participated in the study, the results cannot be generalized to the agency as a whole.

All of the participants described that they participated in this study because it was the first time their opinions were asked or because they wanted to advocate for human rights awareness. Finally the last major limitation is that this was the first interview study conducted by the primary researcher. Had the researcher been more experienced perhaps more probing would have benefited the depth of information collected in the interviews. For example, all of the interviewees discussed 'life binders,' but only two of the participants were probed further to describe what a life binder was.

Future Directions

This study was important for its qualitative examination of organizational citizenship behaviours among support staff in community services for persons with intellectual disabilities. The approach helped to describe the role human rights training may have played in OCB however, it was difficult within this study design to demonstrate whether human rights training influenced the front-line employees to engage in more acts of OCB or if OCB influenced how the employees perceived the 3Rs training. Future studies should research more thoroughly the motivational factors behind OCB and human rights policies and practices in human services for persons with intellectual disabilities.

The current study found that the four participants reported human rights training increased communication between support staff and their managers. As discussed previously, when staff feel that they are listened to by their managers and are more active in creating change, procedural justice is the result (DeConinck, 2010). Procedural justice has been reported to increase OCB, for example, the study conducted by Bolger and Somech (2005), found that when teachers feel that their suggestions are acknowledged by management, OCB is more likely to occur. Bolger and Somech referred to these

contributions to the aspects of an employee's role as participant decision making (PDM). In their research they found that PDM allows teachers to feel empowered and therefore more likely to be engaged in their job. Within this study, the interviewees described a similar response in that managers are more regularly implementing the suggestions made by staff, and the support staff described engaging in increased communication with their managers. Therefore, given the change in staff-manager communication following rights training described by participants, it may be that the human rights training contributed to PMD (procedural justice) and OCB. Future studies should evaluate if procedural justice does, in fact, increase the likelihood of OCB after human rights training.

Consistent with Organ and Podsakoff's (1988) notion that employees who demonstrate OCB typically do not perceive their actions as voluntary, the current study found that front-line employees interviewed typically thought of voluntary behaviour as donating time above the regular pay hours. Only one participant listed typical behaviours within the home and associated that some of their actions did in fact go beyond the specified requirements of the job. Should the voluntary characteristics of not-for-profit employees be illuminated, a deeper understanding of what motivates OCB within this sector may be revealed. This study found that the same behaviours that were encouraged through human rights training, such as offering choices and listening to the individuals supported, often encouraged employees to go beyond the minimum requirements of the job. Future studies may be able to investigate the antecedents that motivate staff to preserve and advocate for the rights of the people in their care. One of the implications of the findings presented by the four interviewees was that if front-line staff are volunteering additional hours that go beyond the minimum requirements for the job, there are likely to

be legal implications for staff and their employers. For example, if a staff member continues an outing that extends beyond their work hours and they must drive a company vehicle with a supported individual back to the group home, would the staff member be covered under the company insurance policy? This issue bears further examination.

In the last century, many international and national policies have been established to establish and ensure that persons with intellectual disabilities are respected as human beings under protection of the law. Establishing human rights within the social sector has been an evolutionary process (Mullins, 2009) and programs such as the 3Rs are relatively new. The present study was able to illuminate how four support staff members have perceived human rights training however, it did not include the voice of persons with ID. Future studies should also include the voice of supported individuals to reveal how they suggest human rights training has affected their own quality of life and how they experienced the changes that they may have noticed in front-line employees.

References

Agnew, S., Bishop, C., Gosse, L., Stoner, K., Vyrostko, B., Terreberry, T.,Tarulli, D. Tardif-Williams, C., Griffiths, D., Feldman, M., & Owen, F. (2010). *Rights, respect and responsibility: Rights in everyday life*. Welland, ON: Community Living Welland Pelham. Atkins M. J. (1984). Practitioner as researcher: Some techniques for analysing semi-structured data in small scale research. *British Journal of Educational Studies, 32,* doi: 10.1080/00071005.1984.9973691

Atkins M. J. (1984). Practitioner as researcher: Some techniques for analysing semi-structured data in small scale research. *British Journal of Educational Studies, 32,* doi: 10.1080/00071005.1984.9973691

Bannerman D. J., Sheldon J.B., Sherman I. A., & Harchik A. E. (1990). Balancing the rights to habilitation with the right to personal liberties: The rights of people with developmental disabilities to eat too many doughnuts and take a nap. *Journal of Applied Behaviour Analysis, 23*, 79-89, doi: 10.1901/jaba.1990.23-79

Bogler R., & Somech. (2005). Organizational citizenship behavior in school. How does it relate to participation in decision making? Journal of Educational Administration, 43, 420-438, doi: 10.1108/09578230510615215

Braun V., & Clarke V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101, doi: 10.1191/1478088706qp063oa.

Cambridge P. (1999). The First Hit: A case study of the physical abuse of people with learning disabilities and challenging behaviours in a residential service. *Disability & Society, 14,* 285-308, doi: 10.1080/09687599926154.

Crabtree B. F., & Miller W. L. (1999). Using codes and manuals. A template organizing style of interpretation: Crabtree B. F. & Miller W. L. (Eds.) *Doing Qualitative Research.* Sage Publications, Inc; London. 163-172.

Dipaola M. F., & Hoy W. K. (2005). School characteristics that foster organizational citizenship behavior. *Journal of School Leadership, 15(4),* 387-406.

DeConinck J. B. (2010). The effect of organizational justice, perceived organizational support, and perceived supervisor support on marketing employees' level of trust. *Journal of Business Research, 63,* 1149-1355, doi: 10.1016/j.jbusres.2010.01.003

Deluga R. J. (1994). Supervisor trust building, leader-member exchange and organizational citizenship behaviour. *Journal of Occupational and Organizational Psychology , 67(4)*, 315-326. Retrieved from, http://web.ebscohost.com.proxy.library.brocku.ca/

Esterberg K. G. (2002). *Qualitative Methods in Social Research.* The McGraw-Hill Companies, Inc: Boston, MA.

Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, *5*(1), Retrieved October 2, 2010, from http://www.ualberta.ca/~iiqm/backissues/5_1/pdf/fereday.pdf

Greenberg J., Baron R. A., Sales C. A., & Owen F. A. (2000). *Behaviour in Organizations. The second Canadian Edition.* Prentice Hall; Scarborough, Ontario.

Griffiths D. M., Owen F. A., Gosse L., Stoner K., Tardif K. Y., Watson S., Sales C., & Vyrostko, B. (2003). Human rights and persons with intellectual disabilities: An action-research approach for community-based organizational self-evaluation. *Journal*

on DevelopmentalDisabilities,10(2), 25-42. Retrieved from http://www.oadd.org/publications/journal/issues/vol10no2/tableOfContents.htm

Harrell E., & Rand M. R. (2010). Crimes against people with disabilities, 2008. National crime victimization survey. *Bureau of Justice Statistics*, retrieved January 29, 2011, from, http://bjs.ojp.usdoj.gov/content/pub/pdf/capd08.pdf

Hopkins K. M. (2002). Organizational citizenship in social science service agencies. *Administration in Social Work, 26*, 1-15, doi: 10.1300/J147v26n02_01.

Kroger T. (2009). Care research and disability studies: Nothing in common? *Critical Social Policy, 29*, 398-420. doi: 10.1177/0261018309105177.

Lee K., & Allen N. J. (2002). Organizational citizenship behavior and workplace deviance: The role of affect and cognitions. *Journal of Applied Psychology, 87*, 131-142. doi: 10.1037//0021-9010.87.1.131

Mason, Mark. (2010). Sample Size and Saturation in PhD Studies Using Qualitative Interviews. *Forum: Qualitative Social Research, 11(3)*, Retrieved from: http://nbn-resolving.de/urn:nbn:de:0114-fqs100387.

Moorman R.H., Blakely G.L., & Niehoff B. P. (1998). Does perceived organizational support mediate the relationship between procedural justice and organizational citizenship behavior? *Academy of Management Journal, 41(3),* 351-357. Retrieved from: http://www.jstor.org/stable/256913

Mullins L. (2009). *An analysis of the systemic aspects of rights training for people with intellectual disabilities.* Unpublished master's thesis, Brock University, St. Catharines, Ontario, Canada.

Organ D.W., Podsakoff P., Maekenzie S.B. (2006). *Organization citizenship behaviour: Its nature, antecedents, and consequences.* London: Sage Publications.

Organ D.W., & Podsakoff P. (1988). *Organizational Citizenship Behavior: The good soldier syndrome.* Toronto: Lexington Books.

Owen F., Griffiths D., Stoner K., Gosse L., Watson S.I., Tardif C.Y., Sales C., & Vyrostko B. (2003). Multi-level human rights training in an association for community living: First steps toward systemic change. *Journal of Developmental Disabilities, 10(2)*, 43-64. Retrieved from http://www.oadd.org/publications/journal/issues/vol10no2/tableOfContents.htm.

Owen F., Griffiths D., Tarulli D., & Murphy J. (2009). Historical and theoretical foundations of the rights of persons with intellectual disabilities: Setting the stage. Owen, F. & Griffiths, D. (Eds.) *Challenges to the Human Rights of People with Intellectual Disabilities*, 23-42. London; Jessica Kingsley Publishers.

Owen F., Julien M., Sales C., Tardif-Williams C., Vyrostko B., & Stoner K. (2009). Ensuring rights: Systemic and Educational Approaches. Owen, F. & Griffiths, D. (Eds.) *Challenges to the Human Rights of People with Intellectual Disabilities*, 263-278. London; Jessica Kingsley Publishers.

Owen F., Pappalardo S.J., & Sales C. (2000). Organizational citizenship behaviour: Proposal for a new dimension in counsellor education. *Canadian Journal of Counselling, 34*, 98-110. Retrieved from http://proquest.umi.com.proxy.library.brocku.ca/pqdlink?did=448250571&sid=4&Fmt=&clien Id=172 0&RQT=309&VName=PQD.

Owen F. A., Sales C., Griffiths D. & Richards D. A. (2001). Prelude to a code of ethics for caregivers in services for persons with developmental disabilities: A systemic approach to preventing abuse. *Developmental Disabilities Bulletin, 29*, 152-169.

Penner C. L., Midil A. R., & Kengelmeyer J. (1997). Beyond job attitudes: A personality and social psychology perspective on the causes of organizational citizenship behavior. *Human Performance, 10,* 11-131, retrieved March 7, 2010, from, http://proxy.library.brocku.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=7310022&loginpage=Login.asp&site=ehost-live&scope=site.

Podsakoff P. M., MacKenzie S. B., Moorman R. H., & Fetter R. (1990). Transformational leader behaviours and their effects on followers' trust in leader, satisfaction and organizational citizenship behaviours. *Leadership Quarterly, 1(2),* 107-142. Retrieved from http://cobacourses.creighton.edu/rmoorman/pdf/Transformational.pdf

Podsakoff P. M., MacKenzie S. B., Paine J. B., & Bachrach D. G. (2000). Organizational citizenship behaviors: A critical review of the theoretical and empirical literature and suggestions for future research. *Journal of Management, 26(3),* 513-563, doi: 10.1177/014920630002600307

Rooke J. (2003). Reaching one's potential: A discussion of individual human rights and people with developmental disabilities in Canada. *Journal on Developmental Disabilities,10*, 15-24.

Sobsey D. (1994). *Violence and abuse in the lives of people with disabilities. The end of silent acceptance?* Baltimore, Maryland: Paul H. Brookes Publishing Co.

Sobsey R. (2007). Implementing the rights of children with disabilities. In R. B. Howe & K. Covell (Eds.), *A question of commitment* (pp. 373-394).Wilfrid Laurier University Press: Waterloo, Ontario.

Somech A., & Ron I. (2007). Promoting organizational citizenship behavior in schools: The impact of individual and organizational characteristics. *Educational Administration Quarterly, 43(1),* 38-66. Retrieved from http://journals2.scholarsportal.info.proxy.library.brocku.ca/tmp/1505860152175676662 2.pdf

Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedure and techniques*. Thousand Oaks, CA: Sage.

Turner S., & Coen S., E. (2008). Member checking in human geography: interpreting divergent understandings of performativity in a student space. *Area, 40,* 184-193. doi: 10.1111/j.1475-4762.2008.00802.x

United Nations General Assembly. (2006). *Final report of the Ad Hoc Committee on a Comprehensive and Integral International Convention on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities on its eighth session.* Retrieved, January 26, 2011, from, http://daccess-ddsny.un.org/doc/UNDOC/LTD/N06/645/30/PDF/N0664530.pdf?OpenElement

Ward T., & Stewart C. (2008). Putting human rights into practice with people with an intellectual disability. *Journal of Developmental and Physical Disabilities, 20,* 297-311.doi: 10.1007/S10882-008-9098-4.

Young D. & Quibell R. (2000). Why rights are never enough: Rights, intellectual disability and understanding. *Disability and Society, 15,* 747-764. Retrieved from http://www.philosophy.unimelb.edu.au/staff/Young/wrne.pdf

Whitman D., VanRooy D., & Viswersvaran C. (2010). Satisfaction, citizenship behaivors, and performance in work units: A meta-analysis of collective construct relations. *Personnel Psychology, 63,* 41-81. doi: 10.1111/j.1744-6570.2009.01162.x

Whittington, A. and Burns, J. (2005). The dilemmas of residential care staff working with the challenging behaviour of people with learning disabilities. *British Journal of Clinical Psychology, 44*, 59–76. doi: 10.1348/014466504X19415.

Walumbwa F. O., Wu C., & Orwa B. (2008). Contingent reward transactional leadership, work attitudes, and organizational citizenship behavior: The role of procedural justice climate perceptions and strength. *The Leadership Quarterly, 19,* 251–265, doi:10.1016/j.leaqua.2008.03.004.

Appendix A

BROCK UNIVERSITY &
COMMUNITY LIVING PORT COLBORNE

Investigations of Prescribed and Voluntary Job Roles in Community Service Delivery for Persons who have Intellectual Disabilities after the Implementation of the 3Rs; Rights, Respect and Responsibility Project

Researcher: Sarah Ruiter, M.A candidate, Centre for Applied Disability Studies
Supervisor: Frances Owen, Ph.D., C. Psych., Child and Youth Studies, Centre for Applied Disability Studies

LETTER OF INVITATION

I, Sarah Ruiter, Masters of Arts candidate, from the Department of Applied Disabilities Studies at Brock University, invite you to participate in a research project entitled, *Investigations of Prescribed and Voluntary Job Roles in Community Service Delivery for Persons who have Intellectual Disabilities after the Implementation of the 3Rs; Rights, Respect and Responsibility Project.*

The purpose of this research project is to describe the formal job duties and the voluntary job duties that support staff engage in before and after the implementation of human rights training at Community Living Port Colborne – Wainfleet.

Participation in this study will be voluntary and participants can drop out of the study at any time without penalty. Each interview will be approximately 60 minutes to 90 minutes in duration. All participants will be interviewed individually and interviews may occur during work hours to ensure no loss in income. In addition, each participant will receive a ten dollar gift certificate as a token of our appreciation for assistance with this project. All interviews will be audio-taped. After the interview, all responses will be recorded transcribed and sent to either each participant's home address and/or e-mail address. Each participant will have the opportunity to read their responses to ensure that they responded in a manner that they feel comfortable with. Each participant can clarify any statements that were made during the interview by returning the transcription containing their amendments to the primary researcher.

All information gathered will remain confidential, only the researchers listed above will have access to the names of the participants. After each of the interviews, all of the information will be recorded excluding personal and/or sensitive information to ensure confidentiality. This research may be used in publication and for future studies however each participant will always remain anonymous.

This research is intended to be used to help organizations that are interested in undertaking human rights training to understand the kinds of organizational changes that are associated with it. It is also intended to improve the quality of human rights training implemented in

the future; and to provide individuals in the community with a richer description of the role of support staff who support individuals with intellectual disabilities.

For the purposes of this research study, we are asking that each volunteer for the study has been employed by Community Living Port Colborne – Wainfleet since 2004.

Your participation is greatly appreciated and will contribute to the growing body of literature on human rights training and providing quality care to persons with intellectual disabilities. If you are interested in participating in this study or you have any questions regarding this study, please contact Sarah at: sr05nz@brocku.ca. or phone: 905-650-4814. Questions may also be addressed to Frances Owen at: fowen@brocku.ca.

Additionally, if you would like to participate in this study, you may fill out the consent form sent out with this invitation. After you have read and completed the consent form, place the form in the pre-marked envelope and return it to the inter-office mail system so that it gets returned to the main office. The envelope will be picked up from the office shortly after its arrival at the main office. To ensure confidentiality, make sure that the envelope is sealed. I will contact you to arrange an interview when I receive your signed consent form. If you would like to contact the researchers to participate, you can call or e-mail and the consent can be verbally completed over the telephone.

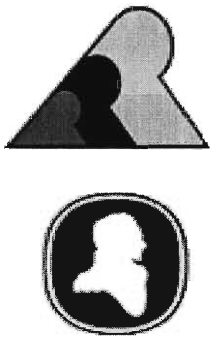
If you have any pertinent questions about your rights as a research participant, please contact the Brock University Research Ethics Officer (905) 688-5550 ext 3035, reb@brocku.ca.

Thank you for your consideration,
Sincerely,

Sarah Ruiter
M.A. Candidate, Centre for Applied Disability Studies

This study has been reviewed and received ethics clearance through Brock University's Research Ethics Board (file # 10-099 – OWEN).

Appendix B



BROCK UNIVERSITY &
COMMUNITY LIVING PORT COLBORNE

Investigations of Prescribed and Voluntary Job Roles in Community Service Delivery for Persons who have Intellectual Disabilities after the Implementation of the 3Rs; Rights, Respect and Responsibility Project

Researcher: Sarah Ruiter, M.A candidate, Centre for Applied Disability Studies
Supervisor: Frances Owen, Ph.D., C. Psych., Child and Youth Studies, Centre for Applied Disability Studies

MEMO

In the next week, I will be sending invitations to participate in a study *Investigations of Prescribed and Voluntary Job Roles in Community Service Delivery for Persons who have Intellectual Disabilities after the Implementation of the 3Rs; Rights, Respect and Responsibility Project.*

This study will investigate the in-role duties and extra-role duties that residential care support workers engage in. In particular, this study will be analyzing the shift in job related behaviour since the shift to a rights based agenda within the organization. Therefore we ask that all participants have been working at Community Living Port Colborne – Wainfleet for at least five years.

Interviews can either be scheduled in person or could be scheduled over the telephone. A maximum of 10 interviews will be conducted.

All participants will receive a ten-dollar gift certificate to Tim Hortons as a token of appreciation for your thoughtful contribution to the study.

We would like to thank you for considering participating in this study and your continued support. The goal of this study is to contribute to the growing body of knowledge and literature that is created to maintain and strengthen the human rights agenda for persons with intellectual disability.

A letter of invitation and a consent form will be sent will provide more information about this study. Any inquires can be made to Sarah Ruiter either by phone at 905-650- 4814 or by e-mail: sr05nz@brocku.ca

Appendix C
INFORMATION-CONSENT FORM

Project Title: Investigations of Prescribed and Voluntary Job Roles in Community Service Delivery for Persons who have Intellectual Disabilities after the Implementation of the 3Rs; Rights, Respect and Responsibility Project

Principal Investigators: Sarah Ruiter
sr05nz@brocku.ca

Frances Owen
fowen@brocku.ca
(905)688-5550 ext4807

INVITATION
The purpose of this study is to describe the formal job duties and the voluntary job behaviours that support workers have engaged in both before and after the implementation of human rights training at Community Living Port Colborne – Wainfleet (CLPW). This study involves an interview.

WHAT'S INVOLVED
As a participant, I understand that I will be asked to fill out a short profile which includes information such as how long I have been employed at CLPW and questions about the human rights training that you have been associated with. I understand that this initial profile will only take approximately one-minute to complete. After completion of the profile I understand that I will be asked to participate in an interview that will include questions about my personal affiliation with the human rights training that has been provided as part of the 3Rs: Rights, Respect, Responsibility Project; the behaviours that I have to engage in at work according to the formal job expectations provided by CLPW; the work related behaviours that I engage in that are not a part of your formal job description and are considered voluntary; and finally, my opinions about human rights. Participation will take approximately 60 to 90 minutes.

All data will remain confidential. I understand that my name will not be associated with any reports of the results of this research. Only the researchers named above will be able to associate my name with the information I provide. Direct quotations will be used in publications and presentations of the results of the research but no names will be associated with them. The only exceptions to this are circumstances in which it is legally and ethically required that the data and identifiers be disclosed. These include issues related to abuse, threat of harm to self or others, or a court demand for data disclosure.

I understand that my interview will be audio-taped. I understand that after each interview all recorded responses will be transcribed. All names and any personal identifiers will be removed from any of the transcribed materials.

I understand I will have the opportunity to read the transcript of all of my responses to the interview questions and I may clarify or remove information I gave during the interview to ensure accuracy in reporting. I understand that interviews will be transcribed in a location where the tape cannot be overheard by people who are not involved in the research project. Transcriptions will be stored on a computer that is password protected. Only the researchers associated with the project will have access to the original recorded

information and participant list. After the research has been completed the records and tapes will be stored in a secure location at Brock University until September 2013 when they will be destroyed. I understand that I may receive a summary of the results by contacting Sarah Ruiter after August 15, 2011.

POTENTIAL BENEFITS AND RISKS

I understand that this study may help researchers and community professionals to have a better understanding of role that support staff engages in while supporting individuals with intellectual disabilities in support of their rights. In the future other support staff and supported individuals may benefit receiving human rights training that is tailored for group home environments.

There are not anticipated risks associated with participation in this study. However, I understand that I may feel uncomfortable thinking about issues related to the rights of the people I support and the challenges I face in my job.

VOLUNTARY PARTICIPATION

I understand that participation in this study is voluntary and that I may withdraw at any time without penalty. I may decline to answer any questions that I do not wish to answer. I agree to participate in this study described above. I have made this decision based on the information I have read in the Information-Consent Letter. I have had the opportunity to receive any additional details I wanted about the study and understand that I may ask questions in the future. I understand that I may withdraw this consent at any time.

Name (please print): _____

Signature: _____ Date: _____

Phone Number: _____ E-mail: _____

Please circle which method you prefer to be contacted: PHONE E-MAIL

If you would like to be contacted by phone, when would be the best time to reach you? _____

OPTIONAL PARTICIPATION FOR FUTURE STUDIES

Do you give your permission to be contacted after the study is over to ask you if you would be willing to answer some more questions or be in a new study?

YES / NO (please circle) _____ (initials)

Thank you for your assistance in this project. Please keep a copy of this form for your records.

Researcher's Name: _____

Signature: _____ Date: _____

If you have any questions about this study or require further information, please contact the Principal Investigators using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (file # 10-099 – OWEN). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

Appendix D

BROCK UNIVERSITY &
COMMUNITY LIVING PORT COLBORNE

Investigations of Prescribed and Voluntary Job Roles in Community Service Delivery for Persons who have Intellectual Disabilities after the Implementation of the 3Rs; Rights, Respect and Responsibility Project

Researcher: Sarah Ruiter, M.A candidate, Centre for Applied Disability Studies
Supervisor: Frances Owen, Ph.D., C. Psych., Child and Youth Studies, Centre for Applied Disability Studies

PARTICIPANT DEMOGRAPHIC INFORMATION

Participant's Name: _____

Which work best describes your work setting (please circle one):

Supported Independent Living Group Home Day Program

How many persons are supported in this setting? _____

How long have you been employed at Community Living Port Colborne?

_____

Have you received any training sessions regarding human rights for persons with intellectual disabilities? (Please circle one) YES / NO

When did you receive this training? _____

Please circle who implemented the rights training that you attended:

Steve or Courtney / Anne Readhead / Both

How many of the individuals that you support have received rights education from the 3Rs project?_____

Appendix E

BROCK UNIVERSITY &
COMMUNITY LIVING PORT COLBORNE

Investigations of Prescribed and Voluntary Job Roles in Community Service Delivery for Persons who have Intellectual Disabilities after the Implementation of the 3Rs; Rights, Respect and Responsibility Project

Researcher: Sarah Ruiter, M.A candidate, Centre for Applied Disability Studies
Supervisor: Frances Owen, Ph.D., C. Psych., Child and Youth Studies, Centre for Applied Disability Studies

PARTICIPANT INTERVIEW QUESTIONS

Name of Interviewee: _____

Part 1

'Setting the stage,' for a discussion about staff roles pre and post 3Rs involvement.

1 –Have you received any training on human rights?
i - What issues were addressed during the training sessions?

2 – When did you first hear about either rights training or the 3Rs program?
i – Was the rights training you heard about associated with the 3Rs or different?
ii - (if yes) Can you please different please describe the differences or give examples of how they were different?

3 – What were your first reactions to hearing about rights training?
i – (if negative,) What were the concerns about rights based training?
ii – Can you describe for me how you remember feeling about including right related issues into the group home?

Part 2

Staff members' description of the formal job duties and the voluntary staff roles both, prior to 3Rs training and post 3Rs training.

4 – Prior to any 3Rs training, what types of duties was the support staff at Community Living Port Colborne responsible for?
i – Were these duties mandatory or were some of these duties up to the discretion of the employee?
ii – Did all of those duties get completed on each shift?

5 – Are any of your specific job duties currently different than they were before rights training?

i – (if yes) Can you please describe the changes?
ii – Since the rights training, have any additional requirements become mandatory for your job?

6 – Before rights training, were there any job duties in the home that needed to completed on either a weekly, monthly or yearly basis such as spring cleaning for example?
i – (if yes,) Were these duties assigned or did you complete them because you wanted to?
ii – Do you recall if there were any job responsibilities that you were asked to do that was not have been a part of your specific job requirements?
iii – Currently do you have any job duties that occur weekly, yearly or monthly that needs to be done in the home?

7 – Before rights training were there any things that you can think of that you did either in the home you work in or for the people that you support that were not in the job description but that you felt should have been done anyway?
i- (if yes) Who was involved in those activities?
ii- How often did the activities occur?
iii – Do you still engage in these activities?
iv – Have any of these activities been adopted in the formal job description that are currently in place at Community Living Port Colborne?

8 – Since 3Rs training have you engaged in any activities at work that are not a part of your job description?
i – (if yes,) What sort of activities do you do?
ii- Who is involved in these activies?
iii- How often do the activities occur?
iv – Why do feel that these activities are important?

Part 3

This section will regard staff members' observations of organizational citizenship behaviours that occur within the group homes; especially the voluntary behaviours that contribute to maintaining a positive environment for the individuals who are supported in the agency.

9 – Are there any job related duties outside of those in your job description that you engage in to assist other staff working in the home?
i – (if yes,) Can you describe these activities to me?
ii – How often do you engage in these types of behaviours?
iii – Are these required or do you volunteer for them?

10 – Are there any situations that you can think of where you went above and beyond your specified normal work load?
i – Can you think of an example of this?
ii – How often do you engage in this type of voluntary behaviour?
iii – How does engaging in these behaviours make you feel?

iv – What type of impact do you think that these behaviours have on the home that you work in and the people you support?

11 – Are there any job related duties that you can think of that are necessary for the position that you hold but are not required by the agency in the job description or otherwise specified by the organization?

i – (if yes) Can you please describe them and give examples?
ii – How do you think that this effects the work environment?
iii – Are there any duties that are required that are unnecessary for the position?

12 – As a support worker for Community Living Port Colborne - Wainfleet, are you required to get any additional training or professional development?

i – (if no,) Have you attended any training sessions that were voluntary?
i – (if yes,) Can you describe them please?

13 – Is it mandatory to attend staff meetings?

i – Do you often attend staff meetings?
ii – Do you feel that staff meetings contribute to the overall success of the home?
iii – How often do you contribute to staff meetings?
iv – What type of impact does your contributions to staff meetings make in the house?

Staffs' report on the way that voluntary behaviours effect the individuals that they are supporting either when the individual is first learning about rights or when the individual is trying to maintain or strengthen their awareness of rights.

14 – Have rights issues come up in any of your staff meetings or in any of your discussions with other employees?

i – (if yes,) Can you describe how rights have been discussed within the home you work in and include examples without identifying anyone?
ii – Can you think of any examples of when discussing rights in the home has benefits for either other staff or the people that you support?
iii – Could you please provide examples?

15 - Was there anything from the rights training that you thought influenced any of the individuals that you work with?

i – (if yes,) Can you please describe this for me?/can you think of any examples?

16 – Are there any individuals that you support who have received or that are receiving 3Rs training?

i – Is there anything that you do to facilitate the people that you support to learn about their rights?

17 – Since the 3Rs training has been at Community Living Port Colborne - Wainfleet, has any of your relationships changed with the people that you help support?

i – (if yes,) Can you describe that for me please? Can you think of any examples?
ii – How has this change made you feel?

Part 4

This section will address whether staff believe that rights training facilitates or hinders the promotion and protection of individual rights within a group home.

18 – What is the role of support staff in promoting human rights of persons they support?
- i – What aspects of this are related to formal job description tasks?
- ii – What aspects of this are related to voluntary tasks you perform at work?

19 – What role do you think support workers should have in teaching individuals about their rights?
- i – Was there anything in the human rights training that you received that you feel would assist others in teaching individuals they support about rights?
- ii – Was there anything in the training that made you feel that teaching rights to supported individuals was difficult?

20 – What would you recommend from the rights training you received?
- i – Knowing what you know now, is there anything that you would do differently if you were to implement a staff training session to support workers?

21 – Why did you decide to participate in this interview today?
- i – Is there anything that else about human rights training that you feel we did not cover?

Appendix F

SCHEDULING OUTLINE SET OUT BY COMMUNITY LIVING PORT COLBORNE-WAINFLEET

REQUIREMENTS FOR STAFF RECRUITMENT:

When Sarah Ruiter (Brock University Masters Student) implements interviews independently with staff from CLPCW, she is required to convey the following necessary conditions to these staff.

Staff are to ensure:

- "Client" (individuals this staff supports) safety is protected fully, without any doubts, during the interview time period.
- The interview takes place during their "regularly scheduled shift and regularly scheduled hours".
- No "client" outings or activities are cancelled to accommodate the occurrence of this interview with Sarah.
- The choice of interview location will be compatible with clients' needs and desires either in a quiet non-intrusive space at the group home or at the main office in the gymnasium in which the interviewee will be able to enter the gym from a separate entrance of the facility.

Thank You.

Friday October 22, 2010
(Community Living Port Colborne – Wainfleet 3Rs Liaison)

VERBATIUM SCRIPT FOR SCHEDULING AN INTERVIEW

While discussing a time for an interview each potential participant will be asked the following questions:

1) Before scheduling a time for our interview together, I want to ensure that the time we choose to schedule for an interview does not jeopardize the safety or quality care of any of the people you support. Therefore I must confirm that the all the clients you support safety is protected fully, without any doubts, during the interview time. Is there a date and time that you believe can accommodate this?

2) I would also like to ensure that our interview takes place during your regularly scheduled shift and regularly scheduled hours. Does this interview time disrupt your regular hours?

3) In addition I need to know that no client will have outings or activities cancelled to accommodate the occurrence of this interview. Does this time affect any scheduled outings or activities?

4) Lastly, we must consider the location of our interview, and the location must be compatible with the clients' needs and desires. Therefore we can meet in a quiet non-intrusive space in the group home in which you work or we could meet at the main office. What location most appropriately suits the needs of the clients you support?

Appendix G

VERBAL CONSENT FORM

Project Title: Investigations of Prescribed and Voluntary Job Roles in Community Service Delivery for Persons who have Intellectual Disabilities after the Implementation of the 3Rs; Rights, Respect and Responsibility Project

Principal Investigators: Sarah Ruiter
sr05nz@brocku.ca

Frances Owen
fowen@brocku.ca
(905)688-55501 ext 4807

(To be verbatim by the primary researcher).

Thank you for your interest in this study. Before I begin interview I must confirm that you understand what is required from you in the study and that you acknowledge your rights as a voluntary participant within the study. Did you have an opportunity to read the consent form that was sent with the letter of invitation?

Okay, in order to get your consent I will read the consent form to you over the phone it should only take one minute. Please say yes or no to the questions that I ask within the verbal consent. In order to begin reading the consent I must first ensure that I have your permission to tape record our conversation. Do I have your permission to turn the tape recorder on?

(Turn on tape recorder)

With your permission I have turned on my tape recorder.

The purpose of this study is to describe the formal job duties and the voluntary job behaviours that support workers have engaged in both before and after the implementation of human rights training at Community Living Port Colborne – Wainfleet (CLPW). This study involves an interview.
As a participant you will be asked to respond to a short profile questionnaire which includes information such as how long I have been employed at CLPW and questions about the human rights training that you have been associated with. Your profile will only take approximately one-minute to complete. After completion of the profile you will be asked to participate in an interview that will include questions about your personal affiliation with the human rights training that has been provided as part of the 3Rs: Rights, Respect, Responsibility Project; the behaviours that you have to engage in at work according to the formal job expectations provided by CLPW; the work related behaviours that you engage in that are not a part of your formal job description and are considered voluntary; and finally, your opinions about human rights. Participation will take approximately 60 to 90 minutes. Do you understand what your participation entails?

YES / NO (circled by the researcher)

All data will remain confidential. Please understand that your name will not be associated with any reports of the results of this research. Only the researchers named above will be able to associate my name with the information that you provide. Direct quotations will be used in publications and presentations of the results of the research but no names will be associated with them. The only exceptions to this are circumstances in which it is legally or ethically required that the data and identifiers be disclosed. These include issues related to abuse, threat of harm to self or others, or a court demand for data disclosure.

Do you understand that the interview will be audio-taped and all recorded responses will be transcribed, and that, all names and any personal identifiers will be removed from any of the transcribed materials?

YES / NO (circled by the researcher)

Do you understand that you will have the opportunity to read the transcript of all of your responses to the interview questions and that you may clarify or remove information that you give during the interview to ensure accuracy in reporting?

YES / NO (circled by the researcher)

How would like the transcribed materials sent to you email or mail?

E-MAIL / MAIL

What address should I use? _____

_____

_____

The interviews will be transcribed in a location where the tape cannot be overheard by people who are not involved in the research project. Transcriptions will be stored on a computer that is password protected. Only the researchers associated with the project will have access to the original recorded information and participant list. After the research has been completed the records and tapes will be stored in a secure location at Brock University until September 2013 when they will be destroyed. I understand that I may receive a summary of the results by contacting Sarah Ruiter after August 15, 2011 by email.

Additionally I would like to inform you about the risks and potential benefits to this study.

This study may help researchers and community professionals to have a better understanding of role that support staff engages in while supporting individuals with intellectual disabilities in support of their rights. In the future other support staff and supported individuals may benefit receiving human rights training that is tailored for group home environments.

There are not anticipated risks associated with participation in this study. However, you may feel uncomfortable thinking about issues related to the rights of the people you support and the challenges you face in your job.

Your participation is voluntary,
You may withdraw at any time without penalty. You may decline to answer any questions that you do not wish to answer.
Do you agree to participate in this study described above?

YES / NO (circled by the researcher)

Do you understand the information given to you in this consent process and agree to participate based on this information that I have explained?

YES / NO (circled by the researcher)

Thank you for your agreeing to participate, I wanted to take this time to let you know that you will be able to get additional information at any time by contacting me and you may contact me at any time to withdraw your consent without penalty of any kind

Would you like to be contacted in the future for studies that would be similar to this one?

(If yes), Thank you for your permission for future contact, may I have your e-mail and or phone number please?

Phone Number: _____ E-mail:_____

If you have any questions about this study or require further information, please contact the researchers using the contact information provided above. This study has been reviewed and received ethics clearance through the Research Ethics Board at Brock University (file # 10-099 – OWEN). If you have any comments or concerns about your rights as a research participant, please contact the Research Ethics Office at (905) 688-5550 Ext. 3035, reb@brocku.ca.

(To be filled out by the researcher)

I, _____(printed name), have read this consent form verbatim to

_____ (participants name), on _____.

Researcher: _____

Signature: _____ Date:_____